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# THE AMERICAN School Board Journal

A Periodical of School Administration

ADMINISTRATION: SUPERVISION: FINANCE: PERSONNEL MANAGEMENT: BUILDING DESIGN & CONSTRUCTION: BUILDING OPERATION: AND MAINTENANCE: BUDGETING AND ACCOUNTING: RESEARCH: PUBLIC RELATIONS: TEXTBOOKS EQUIPMENT AND SUPPLIES



In This Issue: THE FUTURE OF SCHOOL MANAGEMENT—Oertel



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# THE AMERICAN School Board Journal

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## Table of Contents

|   |     |
|---|-----|
| Cartoon: On School Board Elections—Vote Aye!.....                               | 19  |
| John Knott  |     |
| Required: An Administrative Certificate.....                                    | 20  |
| Clarence E. Byrd  |     |
| The Future of School Management.....  | 21  |
| Ernest E. Oertel  |     |
| The Superintendent's Relation to the High-School Teacher.....                   | 23  |
| A. T. Stanforth   |     |
| As Others See Us.....   | 24  |
| Hidden Services of School Cafeterias.....                                       | 25  |
| George Mueller  |     |
| State Specifications for Manufacturing Textbooks.....                           | 27  |
| W. H. Greeley   |     |
| Federal Equalization of School Support in North Dakota.....                     | 30  |
| A. V. Overn   |     |
| Methods of Purchasing Coal in Small Communities.....                            | 31  |
| A. M. McCullough  |     |
| The Cunningham Junior High School, Milton, Massachusetts.....                   | 33  |
| Highland Builds for All Its Children.....                                       | 35  |
| P. L. Ewing   |     |
| A New England Expression of Rural-School Completeness.....                      | 39  |
| All On One Floor, High-School Building, Garland, Texas.....                     | 40  |
| New Doctrine for Monroe—XXVIII.....   | 41  |
| Brooke W. Hills   |     |
| The AASA Appraises Its Convention.....  | 44  |
| The IQ in Junior-High-School Administration.....                                | 45  |
| H. H. Ryan  |     |
| Public Hearings on School Budgets in the United States.....                     | 47  |
| B. H. Peterson  |     |
| New Jersey Tenure Decisions During the Depression.....                          | 49  |
| Ida E. Housman  |     |
| Long-Term Maintenance of School Plants.....                                     | 50  |
| D. D. Cunliff   |     |
| Convention of Public-School Business Officials of California.....               | 51  |
| A. A. Knoll   |     |
| Selecting an Attendance Officer.....  | 52  |
| C. L. Mosher  |     |
| Safety for School Children.....   | 52  |
| School-Board Members Who are Making Educational History in American Cities..... | 53  |
| The New London, Texas, School Disaster.....                                     | 54  |
| J. Fred Horn  |     |
| An Occupational Opportunity Survey, Wausau, Wisconsin.....                      | 58  |
| Everett C. Hirsch   |     |
| Schoolhouse Construction Under Federal Aid.....                                 | 70  |
| The Service of County School Officers.....                                      | 72  |
| Martin E. Williams  |     |
| Dangers of Tax Limitations as Seen by Educators.....                            | 74  |
| Three Controlling Principles of School Financing.....                           | 82  |
| Paul R. Mort  |     |
| A Supreme Court Decision on Teacher Tenure.....                                 | 105 |
| City School Systems Continue to Grow.....                                       | 106 |
| EDITORIALS:   |     |
| Teacher Participation in Political Campaigns.....                               | 56  |
| Status of Teacher Supply and Demand.....  | 56  |
| The Schoolhouse and Industrial Research.....                                    | 56  |
| Shall Teaching Become a Craft?.....   | 57  |
| The Season of School Commencement.....  | 57  |
| School Authorities Awakened to the Cause of Safety.....                         | 57  |
| School Law.....   | 62  |
| School Administration News.....   | 67  |
| Teachers' Salaries.....   | 77  |
| Personal News.....  | 87  |
| School Building News.....   | 89  |
| New Books.....  | 92  |
| School Board News.....  | 100 |
| After the Meeting.....  | 118 |
| School Buyers' News.....  | 118 |



## School Supplies — Buy Early

There are indications that the "shop early" slogan as applied to the buying of school supplies and equipment deserves special attention at this time.

The continuous rise in the cost of all commodities including food, clothing, and housing is also reflected in the many items which go into and about the school plant. The manufacturer of equipment and supplies finds that he is called upon to pay a higher wage, that raw materials have risen several notches in cost and are likely to go up several more, that selling costs have advanced, and that he must increase his prices accordingly.

With a tendency toward a rising market, it is well to *buy early*—or at least not to wait until the high-water mark has been reached. This caution applies with particular force at this time.

The school officials entrusted with the purchase of supplies and equipment know that the time element cannot be ignored. There are times when it pays to place contracts at once, rather than to defer action to a later date. The producer who can anticipate his advance orders with a reasonable certainty can also bargain with greater economy to his customers.

The bargaining is usually done in the early summer months with the understanding that the supplies must be delivered in time for the fall opening of schools. Here delays have caused embarrassments. The manufacturer and distributor may be anxious to sell as much as he can, but there are limitations to service which both the seller and buyer must recognize.

While there is a time in the year when orders are customarily placed for supplies and equipment, it follows too, that the situation at present warrants earlier bargaining than usual. The *buy early* warning should be heeded by school officials not only in the interest of the producers but to the advantage of the schools. Economy and efficiency demand timely action.

THE EDITOR

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The contents of this issue are listed in the *Education Index*.

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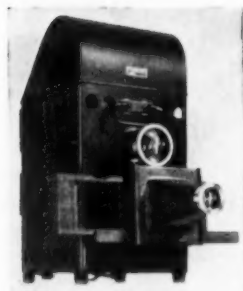
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# THE AMERICAN School Board Journal

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ON SCHOOL BOARD ELECTIONS—VOTE AYE!



# Required: An Administrative Certificate

Clarence E. Byrd, Ph.D.<sup>1</sup>

Past convictions of authorities in school administration and recent trends point toward the need for special certificates in specific educational positions. An administrative certificate should be especially required of the high-school principal. If the requirements for obtaining such a license for specific service are adequate, yet not prohibitive, the board of education and the superintendent will be aided immeasurably in the selection of an efficient and likely to succeed "most utilized staff official of the public school."

Obviously the first requirement sought in a principal would be to secure a person with high initial qualities. A battery of well-chosen tests and observations should reveal important data on the personality, mentality, health and physical perfection, character and moral development of the individual. Rigorous health examination and tests given upon matriculation at college and repeated yearly, mental tests given early for guidance or counseling purposes, and completion of all other tests before the first two years of training should reveal upper-level individuals and go a long way toward "hand-picking" those potentially likely to succeed. We shall, thus, eliminate the educational opportunists who in the past have practiced their wares in public high schools of the nation.

## Training the Student Principal

The second phase of consideration for an administrative certificate should be preparation or professional training of the prospective principal. After two years of general college work of foundational and basic character, two added years may well be devoted to a major-subject field with probably a related minor; about one third of the two years should be given over to principles and methods of teaching; and two quarters of practice teaching in the major-subject field. Altogether this constitutes generally the traditional procedure for the bachelor of arts degree. However, at this point definite recommendation should be given by certificating officials to allow the candidate to enter the field where definite emphasis will be placed upon the administrative aspects of a school system. Two years of successful high-school teaching experience under approved conditions should be completed by the candidate before advantage may be taken of the recommendation. Then may follow one full year of specific training in administration details conducted in laboratorized courses at the expiration of which time the M.A. degree may be granted.

As a final requirement we should expect one year of cadetship in the capacity of

active principal or assistant (practice principal) in a situation recommended and supervised by the training institution. Actual work in this tentative capacity under adequate supervision by a competent high-school inspector might be substituted for this requirement.

After the granting of the certificate a continual follow-up system might be instituted by the training or certificating department with progressively set goals for renewal of the certificate to assure continued professional growth. Emphasis on the mere "getting of degrees" will not assure the selection of better high-school principals. Even more specific recommendations must be made and particular training incorporated into the program instead of using the general teaching profession as a springboard to the position. The full year of laboratorized administration and related courses which is to follow the B.A. degree will necessitate some fundamental changes in the courses now presented in such fields. Overlapping courses need to be eliminated in the college offering; courses need "cracking down" or division into elemental units and all unrelated or irrelevant material delegated to source books. Too many textbooks have been stuffed to make larger volumes and confuse the issues for students. For instance, it would be possible to organize a vitalized course about practical discipline problems and situations in the average high school and teach the course in such a way that students after having such a course would know more of the methods, techniques, and adjustments adaptable to similar situations in their "schools-to-be" than is obtained by a student from a long series of courses on the subject as they are now treated. There are no "storybook" or stereotyped answers to actual school situations, but consideration and comprehension of specific problems flooding the principal's days during the school year will prepare the young principal systematically to anticipate, analyze, and formulate more effective solutions and techniques. Furthermore, laboratorizing this unit of endeavor would be comparatively simple; situations and settings can be created or mimicked so easily and the solution by the student (prospective principal) registered and corrected if ill-advised reactions are evidenced. He has thus been further "tried in the fire" before being certified to society for service. Other important phases might be developed along lines of specific problems of the high-school principal. These problems are well known. They indicate to us the direction of training necessary for future principals and around which elements the core of professional and practical training should be constructed.

Wholesale methods of production, if tried here, will not produce anything except a veneered product.

## Experience and Seasoning

Experience, as a third requirement, might be summarized by saying that two years of successful high-school teaching after the B.A. degree in the major or related field plus the period of practice teaching will acquaint the student principal with actual problems and personal adjustments in the field which will constitute a background for further study. When the certificated principal enters upon his first assignment, he will feel a certain measure of confidence in the routine procedure of the class he may teach (if a small system) and thus be able to more effectively devote his attention to administrative affairs or at any rate he will be in a better position to advise the personnel if no class is to be taught. Supplementing the two years' experience as a teacher a year should be served, after the year of administrative training, as a practice or cadet principal in as natural a situation as possible. After the successful completion of the last requirement the training institution or specialization center may recommend to the state department the issuance of the administrative certificate.

## Possible Outcomes

Some advantages to all concerned after putting into force the above plan might be summarized. More widespread effective high-school education for pupils would result because of the higher type of leadership prevailing among a greater number of principals. The profession would not be a catchall for the broken-down and misfits of other professions and enterprises. The specialist will, thus, assume control of the school. Success of students in the field trained more specifically for that work will carry added weight to a service whose lay representatives or officials will be appreciative of the advancement made in the profession. Curtailment of the number of individuals in the field will stimulate better salaries and professional inducements, increase social worth, lend greater dignity to the position and tend to attract to the profession a wholesome type of individual.

## EDUCATION IS BIG BUSINESS

"Education is business—big business. The appeal of nearly all business is to the educated classes. How far would you go trying to sell electric refrigerators to the red Indians, or to the South Sea Islanders? How many newspapers would be published if they had to be sold to people who cannot read? Let education lapse two generations and society would be plunged into barbarism."—H. B. Allman, superintendent of schools, Muncie, Ind.

<sup>1</sup>Assistant to Council of Educational Research, University of Minnesota.

# The Future of School Management—

## *In View of Current Efforts at Reformation in Public Administration*

Ernest E. Oertel, Ph. D.<sup>1</sup>

School administration, like administration of all types, runs through three more or less distinct stages in the process of its development. Back in June of the year 1887, Woodrow Wilson, in a memorable article on "The Study of Administration," outlined the three periods of development through which all public administration passes. His statement at that time was:

"There may be said to be three periods of growth through which government has passed in all the most highly developed of existing systems, and through which it promises to pass in all the rest. The first of these periods is that of absolute rulers, and of an administrative system adapted to absolute rule; the second is that in which constitutions are framed to do away with absolute rulers and substitute popular control, and in which administration is neglected for these higher concerns; and the third is that in which the sovereign people undertake to develop administration under this new constitution which has brought them into power."

Up until recent years, the United States has been passing through the second period referred to by Wilson. Professional administration, especially in the case of schools, has been neglected because of a deep-rooted concern over the preservation of forms of popular control. People have been so pre-occupied about preserving their right to free democratic expression that they have restricted the progress of administration as a really serviceable activity of popular government. Progress has been hampered in a very real sense because of the unwillingness of people to permit an expert control of the practical business affairs of their democracy. Success in government, therefore, as Wilson declared, has been "made doubtful by that besetting sin of ours, the error of trying to do too much by vote." The same authority advised that "self-government does not consist in having a hand in everything any more than housekeeping consists necessarily in cooking a dinner with one's own hands." Henry Suzzallo, thinking in a similar vein, declared not so many years ago: "Democracy does not imply complete autonomy in anything."

It appears now that we are proceeding gradually but surely into the third period of growth outlined by Wilson. This is the case in school administration, even as it is in governmental administration, although the latter has been taking the lead in the progression. The public is coming to believe that it has attained sovereignty; and

being satisfied on this score, it is beginning to show some signs of willingness to undertake the task of developing a profession of administration under the established rights of democratic government and under democratic traditions.

Theorists in the field of administration have conceived of the functions of executives and administrators "properly" for some little time. Theorists, of course, are expected to run ahead of popular thinking in their conceptions of principles and functions. In the field of school administration, our Chancellors, Cubberleys, and Strayers have been pleading for many years for professional prerogatives for school administrators. With a unanimity rare among theorists, they have conceived of the school executive as an executive officer solely responsible to a lay board of education, which board was expected to function strictly as a legislative body. All persons who have had experience in practical school administration know, however, that practice has lagged behind the expressed theories of these outstanding professors of school administration.

### **Chaos of Government Agencies**

It may be a little dangerous to assign causes to the recent changes in public attitudes with respect to public administration, but it is a simple matter to point to the effects of this change. In the first place, our government at present is analyzing the detailed recommendations of the Lewis Brownlow committee report on governmental administrative reorganization with a view to making certain needed changes in the organization of governmental agencies. The American public is coming to realize that the governmental procedures under which the country has been operating during the second stage of the growth of their governmental agencies have resulted in an overwhelming structure of administrative machinery with many overlapping agencies and a needless duplication of services. They are discovering that the American people are being governed by, and are living under, the burden of more than 175,000 different governing agencies.

The chaos of existing government is due to the fact that in the past 150 years our government has simply "grew up" like Topsy. One agency has been superimposed upon another without concern for its services to the people. The administrative machinery of the national government is not co-ordinated so that it can operate smoothly and effectively. Politics of one

kind or another usually has been the monkey wrench that has thrown this machinery out of gear or has made it necessary to set up supplementary machines in odd places in the national government.

In this national government, for instance, prohibition enforcement has been assigned to the Treasury Department, a department which still administers public health service. The Department of Agriculture enforces the food and drugs act; while the Department of Commerce accommodates the government geodetic survey. Examples of this type might be cited indefinitely, not only in connection with the national government, but with respect to state and local governments.

Individual states are now concerned about governmental reorganization. New York State is contemplating a drastic revision of its county organization after having consolidated 180 divisions of its state government into 20 in 1925. Nebraska in January of this year changed from the bicameral to a unicameral legislature, a novel departure in state political organization. Connecticut now has before it what is probably the most comprehensive plan for state governmental reorganization that it has considered in 300 years. The Connecticut plan proposes the consolidation of the existing 112 permanent offices, departments, boards, and commissions of the executive department of the state into 18 departments. In 1919, Massachusetts consolidated 123 departments into 12; in 1928, Virginia compressed 95 departments into 13; and in 1930, Maine reduced 65 state function heads to 15. In Oregon the report of the Interim Commission on governmental and administrative reorganization proposed legislation for the current legislative session which would, if adopted, consolidate a number of state governmental agencies.

### **Impending Administration Changes**

Clearly, Americans have gone to extremes in establishing departments, bureaus, commissions, and special officers in an effort to divide authority and to provide checks and balances. This roundabout, cumbersome administrative procedure has been typical, it might be said, of the mechanical functioning of American democracy. Decentralization of responsibility seems, however, to have had its day. People now are demanding more economy, more efficiency, from national, state, and local government. Indeed, city and town governments in all parts of the

<sup>1</sup>California State Department of Education.



country at this time are considering earnestly the urgent need for administrative reorganization—and they are starting to make some significant changes.

Although most of the observable changes in administration that have been made to date have occurred in the field of governmental administration, school administration is by no means unaffected by the current movement to build up an improved administration in public service. Attention has been directed to the problem of school administration in many local school surveys conducted by discriminating school boards, by critically observant school administration departments of state and private universities, by taxpayers' associations, and by other civic and social bodies. The federal study of local school units, conducted during the past year by the U. S. Office of Education, is another significant survey added to the long list of investigations and researches made into the field of public-school administration in recent years.

It may be expected that out of this undercurrent of investigation and critical examination in school administration there may evolve soon certain changes in the administrative setup of American public schools. In the light of what the outstanding theorists in the field of school administration have been advocating during the past half century, and in the light of the direction that reformation is taking in other fields of public administration, it may be concluded, tentatively at least, that any new changes occurring in the special field of school administration will tend to make a stronger school executive.

This new strength will not be built up at the expense of the influence and prestige of the school board. School boards will continue to be very important public service boards of control. More and more, however, they will become strictly legislative bodies. There seems to be an inevitable trend toward a decrease in the number of boards of education. As the people of the nation advance into the third stage of the development in public administration, and as they undertake to develop new types of administration on a professional and scientific basis, they will realize that they can have democracy even though they do not exert their political energies in innumerable small local units which too often are inefficient, expensive, and, sometimes, actually undemocratic. As they realize the impracticability of trying to do everything by vote, and as they give up the notion that they must have complete autonomy in everything in order to have democracy, they will be willing to have larger units of control which will be consistent with democratic principles and with acceptable standards of administration. The responsibilities of school boards will then be increased. Their trusts will be made greater. The chances are they will feel more inclined to regard their new officers with greater respect and deeper appreciation of the public trusts involved.

### School Boards of the Future

It is not likely that "standing committees" of boards of education will have a continuing existence far into the future. An able superintendent of schools at all times wishes to make use of any special abilities that a particular board member may have in working out the details of a particular school problem. There are many situations in which it is, and always will be, profitable for a board member, or for a group of board members, to serve as a special committee to help work out a special problem. Temporary committees assigned to work on such special problems probably will continue indefinitely. The time will come soon, however, when "standing committees" of boards of education, appointed to assume executive functions, will be altogether obsolete.

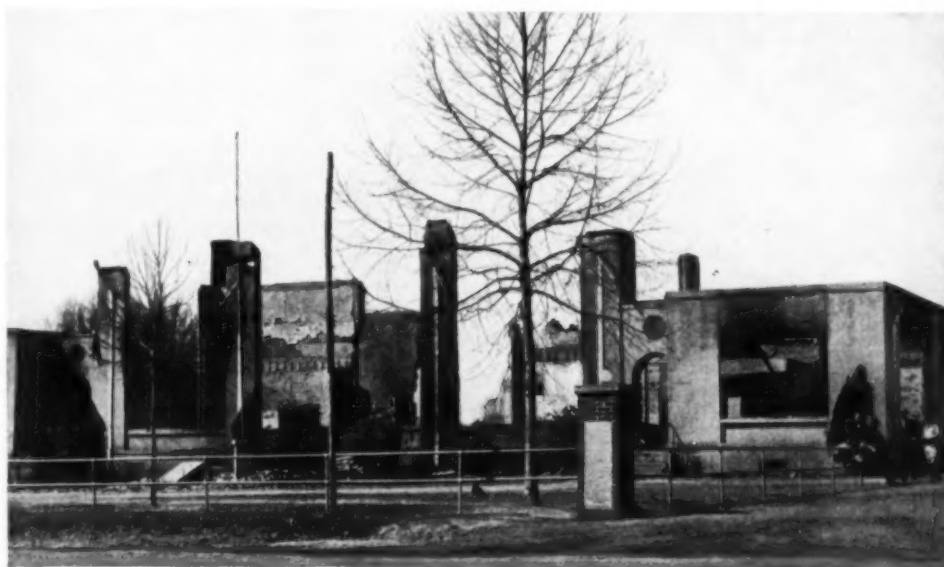
In the administrative setup of the future, then, it seems reasonably safe to conclude that the board of educational control will be a small, highly representative body of lay citizens having responsibilities for conducting public education on all levels, in areas of increased size. It appears safe to predict that the new school executive will become a truly responsible administrator. He will administer a school system as an expert or technician specially prepared to perform this service, and he will function without interference except insofar as the government of the public schools must be regulated by policies established by the board of education.

More than being a mere manipulator of the machines of school government, the new executive will be responsible for making recommendations for the continuous improvement of public education. He will have to be able to sense proper direction. This faculty will have to be developed through a wide knowledge of both the history of world culture and that of his

own people, and through a thorough knowledge of the historical progress of education. The new superintendent will have to have perspective and overview. He will have to be possessed of well-considered social and educational philosophies. He will have to be conversant with social, economic, and political problems. And he will have to know how educational problems impinge upon these other problems, and how education can make its maximum contribution to general social progress. In this sense, he must be a statesman; he must be a generalist as well as a specialist.

When the new board of educational control recognizes its executive officer as a person responsible for a statesmanlike control of a public education which it regards as being worthy to defend, preserve, and improve, that board will not be jealous of the increased powers bestowed upon the executive. It will turn its attention to the larger problems of serving the whole people abundantly from all resources available. It will no longer lose its vision because of preoccupation with executive detail. It will begin to study the processes of education and their relation to the advancement of culture; and will strive to make possible the fuller development of public appreciation and understandings and general social intelligence.

When this new status exists, and when the relationship between the board of education and the superintendent takes the form just described, then public education will serve people more advantageously, because administration will have been simplified and made effectual. Then the people will have entered definitely into the third stage in the development of their administration of public education. The people will have taken a hand actively in the development of a professional administration designed intelligently to serve a sovereign people.



*On the Second Morning After.—A few smoke-blackened walls remained on the morning of March 10 after the Choudrant, Louisiana, school building burned. While insurance will cover \$70,000 of the loss of \$80,000, the 500 grade school and high school students will be put to considerable inconvenience in occupying temporary quarters. Fireproofing still pays.*



# The Superintendent's Relation to the High-School Teacher

Dr. A. T. Stanforth<sup>1</sup>

The superintendent of schools is a leader among teachers because of his broader knowledge and deeper understanding of school problems. Acting as the executive officer of the board of education, he is both organizer and supervisor. Problems of school administration have become so complicated and numerous that no superintendent can hope to solve them without the assistance of his teachers.

Co-operative relationship between the superintendent and his teachers is necessarily founded upon sympathy and respect for each other's point of view. Teachers will recognize the superintendent's right to leadership and this official must also acknowledge the teacher's right to self-expression and participation in educational affairs.

Two issues become apparent. How may teachers judge the administrator's leadership and second, how may teachers participate in school administration? The administrator shows individual qualities of leadership by frequently allowing his teachers to assume major roles. Whether the superintendent leads or follows depends upon conditions. He is kindly in his manners, easy to meet under all conditions, and is considerate and helpful with his associates. He protects the weak, encourages the capable, and holds the strong in check. The leader has a sound educational philosophy and understands the structure and problems of society. He is fruitful in originating ideas but tests them cautiously. Definite objectives are stated and problems are attacked with vigor. All functional relationships are clearly defined in the rules and regulations of the board of education.

Under a capable leadership the schools will be fairly free from self-seeking influence and will be well integrated with community life. How may teachers participate in the management of a school system where the above type of leadership is found? True participation does not call for any definite form of organization. It is brought about through pursuit of common aims and is essentially an attitude of mind. Teachers share in management because it is a privilege and a duty. Under this stimulation they offer suggestions knowing that they will be appreciated. At the same time teachers recognize that the administrator is and must be held responsible for results in the school system. This feeling helps to estab-

lish the fact that there must be a clear analysis of the functions of school board, principals, superintendent, and teachers. The underlying principle in all forms of teacher participation is service to children and advancement of education. Teacher participation, desirable as it is, must be avoided when it leads to alliance with factional groups and service on boards of education.

## The Superintendent's Classroom Visits

In the smaller school systems where the superintendent acts as a part-time supervisor, his visits to classrooms are usually of short duration. Teachers may expect this supervision to be largely subjective in its nature. Such items as the atmosphere of the classroom, spirit of co-operation, attitude of the teacher, responsiveness of the class, are sought by the superintendent. The writer requested one hundred superintendents to make a list of the specific items of teaching usually observed by them in classroom supervision. A list of the fifteen most frequently mentioned items follow:

| What Superintendents Look for in Classroom Visits |           |
|---|-----------|
| Item  | Frequency |
| Pupil activity and interest in subject.....       | 35        |
| Physical conditions in room.....                  | 20        |
| Lesson aim .....                                  | 18        |
| General attitude of pupils.....                   | 17        |
| Attitude of teacher.....                          | 16        |
| Classroom atmosphere .....                        | 11        |
| Technique of teaching.....                        | 11        |
| Class control .....                               | 10        |
| Teacher command of subject matter.....            | 10        |
| Nature of assignment.....                         | 9         |
| Appearance of room.....                           | 7         |
| Pupil preparation .....                           | 7         |
| Number of questions asked by pupils.....          | 6         |
| Number of questions asked by teachers.....        | 6         |
| Accomplishment of aim.....                        | 5         |

The classroom teacher will readily see that these items are largely subjective in nature. While the superintendent may secure a fairly reliable estimate of the teacher's ability from this observation, yet it does show a deplorable lack of standards in school supervision. Better results would be secured if a check list were used by the superintendent with the knowledge and advice of the teacher. Still better results will be found if the superintendent would attempt to make an objective evaluation of a few items instead of relying on subjective impressions.

## Relation of Teacher to Superintendent

The teacher and the superintendent of schools hold equally honorable positions

as to service, and it necessarily follows that these two workers must co-operate. The activity of the teacher is directed toward the classroom, while the superintendent's activity is directed toward the school system. They are mutually dependent; what strengthens one, strengthens the other, and what weakens one, weakens the other. Teachers must see with clear vision the problems within their classrooms and the connection which these problems have to the whole program of education.

The modern school superintendent embodies in his methods of school administration the same plans which he expects his good teachers to use in the classroom. The superintendent thus becomes both an administrator and an adviser. However, it should be remembered that no superintendent can administer his schools in the best fashion without advice and sometimes actual administrative assistance from his teachers. The superintendency has been added for the sole purpose of making it more possible for the teacher to do better the essential work of teaching children.

In his relations with the superintendent of schools the teacher may be helped by the following suggestions, offered by Susan M. Dorsey, formerly superintendent of schools, at Los Angeles, Calif.:

1. Patience and willingness to aid the superintendent in the betterment of the school.
2. Personal whims of the teacher are usually unreasonable and should be restrained.
3. Assist superintendent of schools whenever possible or asked to do so.
4. Avoid gossip.
5. Refrain from overenthusiasm about certain theories.
6. Do not pretend to ask advice, then always disregard it.
7. Be a consistent student and seeker of better ways of securing school efficiency.
8. Cheerfully accept assignments to schools not always considered desirable from the standpoint of the teacher.

On the other hand, the superintendent of schools can do many things to make the lot of the classroom teacher easier. The superintendent of schools must protect the teacher against the possibility of unjust criticism. It is essential that he must work out an equitable scheme of adjusting the teacher's load. He must not fail to do everything in his power to see that physical conditions under which the teacher works are satisfactory. A satisfied teacher is usually a better teacher. The superintendent cannot neglect to secure the advice and administrative assistance of his teachers and their aid in curriculum making. He should avoid all autocratic methods

<sup>1</sup>Supervising Principal, Sewanhaka High School, Floral Park, N. Y., and formerly Director of Supervised Teaching at Indiana University and the University of Colorado.

and remember that he is an advocate of the teacher to the board of education and to the general public.

In many schools teachers dread the visits of the superintendent. This wrong attitude may not be entirely the fault of the teacher. If right relationships are to persist, there must be a feeling of friendliness, and an attitude which will cause both teachers and pupils to continue willingly with their regular work when the superintendent calls.

The superintendent, however, will not hesitate to commend the good, condemn the bad, and suggest ways for classroom improvement. These suggestions should be offered at the proper time and place. Criticism must be based on reason and the superintendent may expect teachers to exercise courtesy and tact when suggestions are offered. Teachers must meet the superintendent half way and be frank in their attitudes. No matter how efficient the teacher thinks he is, there is probably room for improvement. To suggest possible

ways of improvement is the superintendent's duty.

### Specific Relations

The specific relations which teachers have with school superintendents range all the way from securing a position to resigning from one. In any school system, however small, the superintendent should be the executive head of the system and any negotiations which a teacher may make in securing a position or promotion after the position has been secured should be carried on through the superintendent. The teacher must participate in meetings called by the superintendent, support his policies, assist in carrying out major projects, work in committees with other teachers, offer recommendations in matters of school policy, make standardized reports, secure assistance, advice and supervisory aid from him, and perform many duties which will be determined by the size of the school system and the training and experience of both teachers and superintendent.

## As Others See Us

### A Schoolman's Experience as a Layman and School-Board Member

#### V—PREJUDICES AND COMPLEXES

It had been my innocent assumption as a college student and young teacher that all educated people were friends of the schools, but I soon found, as a board member defending school policies, that a man's educational pedigree was no index of his attitude toward school problems.

One of the first major problems before the new Templeford board was the matter of obtaining a more adequate water supply for two of our larger school buildings dependent upon a single well source. The supply was proving so limited for the needs of an increasing enrollment that sanitary conditions had become almost intolerable. The board asked for a special town meeting to raise funds for an additional artesian supply. I expected there would be opposition from the ignorant and the penurious, but I was taken completely by surprise at the meeting when the only really formidable opposition came from the two best-educated men in the assembly—a physician and a lawyer. Possibly it was because of, rather than in spite of, their education that they were able to devise such ingenious arguments to show why the sanitary conditions in the schools need not be improved.

The critical attitude of many educated people toward education puzzled me greatly when I first viewed it from the vantage point of a school-board member. But, as I observed this attitude more, it seemed to me that it arose generally from

either one of two causes: prejudice, or what might be termed "educational complexes."

The well-educated often seemed to be incurably prejudiced by the particular brand of education they had themselves. This is the reason why teachers fear to have former teachers and superintendents on school boards. The physician who opposed an increased water supply had had an "old-fashioned" public-school education and his higher education had been classical and bookish, so, in spite of his

profession, "new-fangled," practical, sanitary extensions seemed to him extravagant. The lawyer I knew less well, but, besides having a little tax bill which he wished to keep little, he gave the impression that he saw only through legal eyes. Scientific data regarding health, ground-water levels, and rainfall meant nothing to him. Was this costly innovation strictly required by law? Had the health officer (one and the same person as my medical opponent) ordered a change? No? Well, then, why must we go to all this expense?

The educational complexes were more often found, perhaps, among those whose education was confined to the public schools. The college alumnus appeared always to retain his loyalty to alma mater, but the former pupil or graduate of the public-school system seemed frequently to turn against school almost as soon as he left it. Such an attitude toward the institution which has long nurtured one, may well be termed a complex.

The attitude of the many who failed in school and of the many more who found little or nothing there to interest or to help them is easily explained. It is natural for one to feel aggrieved if somebody has not only failed him, but has also failed to do very much for him. It will be recalled how the Templeford workers felt about school; some had definitely failed, others had been helped but little.

Among those with an antagonistic school attitude, however, were some whose cause for grievance was less obvious. These were capable, conscientious people who had completed the public-school course and had, in many instances, completed it very creditably. Some of these people had apparently found school a dreary place yielding little profit. They had not failed, yet they had left school with a sense of failure, a feeling that too little of importance had been accomplished. School, with others, had seemed so far removed from life that they had been unpleasantly surprised and a little disappointed when "real" life began after graduation.

Many of these people, too, were inclined to be on the defensive in regard to teachers. A psychologist would say, perhaps, that this was a kind of settling of old scores. Today's teacher must suffer prejudiced criticism because some other teacher a generation ago belittled or unjustly punished the now prominent and respectable Mr. Jones.

My board-member analysis of this situation was far from complete and now, years later, the problem of lay attitudes toward education still challenges me; but I do feel that, somehow, when the Utopian day arrives and the guiding principle of all teachers and all schools becomes "nothing succeeds like success," we shall then have grateful educated alumni who will loyally support worth-while educational policies. The schools then will have definitely helped them to succeed, and they, in turn, will wish their schools success.

(To be continued)



Keep Him Away.—Nassau Star,  
Lynbrook, N. Y.



# Hidden Services of School Cafeterias

George Mueller<sup>1</sup>

Many school executives who perused the challenging editorial in the *SCHOOL BOARD JOURNAL*,<sup>2</sup> on the status of the school cafeteria may have given thought and time to their cafeterias without realizing the importance of the many services the cafeterias render daily in making the school a smooth-running machine. Often the large and obvious function of serving good, wholesome food, well prepared and at a minimum of cost to the student, obscures the many equally important though less obvious services rendered. It seems paradoxical that the institution most interested in student health has neglected, until comparatively recently, to make concerted co-operative efforts to place the school cafeterias upon a sound educational and business basis. The variety and importance of the functions performed often have not been appreciated beyond the enjoyment by pupils and teachers of a tasty lunch prepared and served at a cost lower than could otherwise be obtained.

It is a source of satisfaction to note that during the past few years steps have been taken to rectify this neglect. Let us slip behind the scenes, and seek out these hidden services. The phenomenal growth of cafeterias plus the time, energy, and money invested for equipment and housing can hardly be accredited to the appreciation of the one simple service—that of serving food. Certainly the recognition of other services rendered may take credit, in part, for the rapid development of school feeding departments in the past few years.

About ten years ago, the board of directors of the Kansas City School District realized that a large volume of business was annually transacted in the high-school cafeterias, and though responsible for this business, the board officially had little direct control. This realization led to the establishment of the Co-operative Cafeterias. These at first included the cafeterias in the senior and junior high schools, the vocational school and the teachers college. Ever mindful of needless expenditure of money and wishing to operate this newly assumed direct control with no additional cost, the board designated its secretary, Mr. George C. Tinker, to handle it. The board, with a broad vision and understanding, accepted this responsibility just as other boards in Kansas City and elsewhere have accepted the responsibility of health and dental inspection, education of the deaf, the establishment of open-air and sight-saving rooms, and many other functions not formerly recognized as within the province of the public-school system.



*Dining Room, East High School, Kansas City, Missouri.—Note southern exposure. The window to floor area ratio is one to six, making an unusually light and attractive room. Eight of eleven high school cafeterias are located on the top floors of the building.*

## Pupil Services

These hidden services of the school cafeterias, seldom fully considered or fully appreciated, may be placed under three general classifications; services to the pupil, to the parent, and to the school district, and so indirectly to the taxpayer who, after all, it must be remembered, pays the bills.

Let us first take up the services rendered the child. For those children who are provided with a nominal amount of lunch money, a good, well-selected variety of food is offered. Those children who bring their lunch find here a clean, attractive room in which to eat and an opportunity to purchase supplementary dishes if desired. Cafeteria employees are, as are all school employees, vitally interested in the students' health. Often our managers have been commissioned by the parents to supervise the selection made by the pupils, particularly if an individual student is on a prescribed diet. Likewise, the school cafeterias lend themselves admirably as agents for charitably inclined folks. Here, they may be assured, is a place where their contributions will be converted directly into energy-building food so essential to many undernourished children attending the schools today.

No differentiation or segregation of any

kind between the buyer or nonbuyer is shown in the Kansas City schools. All pupils are equally free to use the facilities furnished by the cafeteria. In this manner the cafeterias provide ideal meeting places for school friends and serve as real agents for socialization. At no other time during the school day does the pupil have an equal opportunity to fraternize with his fellow students. Courtesy, thoughtfulness, and affability are but natural habits acquired and cultivated during this formative period of the pupil's life.

Two more real services are rendered by serving the child upon the school premises. A real traffic hazard would result if it were necessary to dismiss all children for the lunch period. This hazard, though still existing in the morning and afternoon, is nevertheless reduced by one half and results in an appreciable reduction of accidents involving children. The average cafeteria lunch period is from 20 to 25 minutes compared to 60 or 75 minutes necessary when children are expected to return home for lunch. This saving of 40 to 50 minutes allows an earlier dismissal with a resulting larger period for leisure-time activities. The shorter school day is not only enjoyed and appreciated by pupil and teacher alike but also actually results, as will be shown, in a dollar and cents saving to the school district.

<sup>1</sup>Assistant Secretary, School District of Kansas City, Missouri.

<sup>2</sup>February, 1937, p. 59.





*Economical counter arrangement, East High School, Kansas City, Missouri. All steam tables have glass protectors over hot food units.*

### Services to Parents and Public

The children, however, are not the only beneficiaries of services rendered by the school cafeteria. Their parents, too, participate in the benefits accruing from the school cafeteria. The majority of parents fully appreciate having a well-supervised lunchroom in which their children can purchase a lunch or eat the one brought from home. It is not only a satisfaction but also a convenience to parents to know the whereabouts of their children when they do not return home for lunch.

This low cost is not secured, however, at the expense of the taxpayer. Specialization and planned economy with judicious buying — one of the foundations of a successful cafeteria — permit the serving of a low-price lunch at no expense to the school district. The financial management of school lunchrooms is a study in itself.

The functions and services mentioned are those most readily recognized by those who make a cursory study of the cafeteria situation in the public schools. There are other services also, advantages particularly appreciated by school officials during these days of financial stringency and enforced economies. A generally accepted and sound financial policy is that of having all expenses in connection with the cafeteria paid from receipts. Such a policy is a strong argument when confronted by those opposed to the establishment of school cafeterias on the grounds that business is taken from the local lunchroom or drug store. Such expenses should include all food supplies, salaries, and administration as well as kitchen and dining-room help, all utilities, all repairs and improvements, all additions and

replacements to equipment as well as an annual installment upon the cost of the original equipment purchased by the board when the school is built. Such payments are made direct for salaries and purchases and, where a group of cafeterias is operated by a percentage of the gross annual receipts of each cafeteria. The usual percentage of 4 to 7 per cent plus later enumerated savings effected for the school district by other services, totals an equitable charge to the cafeteria of about 10 per cent, a charge not out of line allowed in commercial cafeterias for their rent charge.

The school cafeteria provides a room for

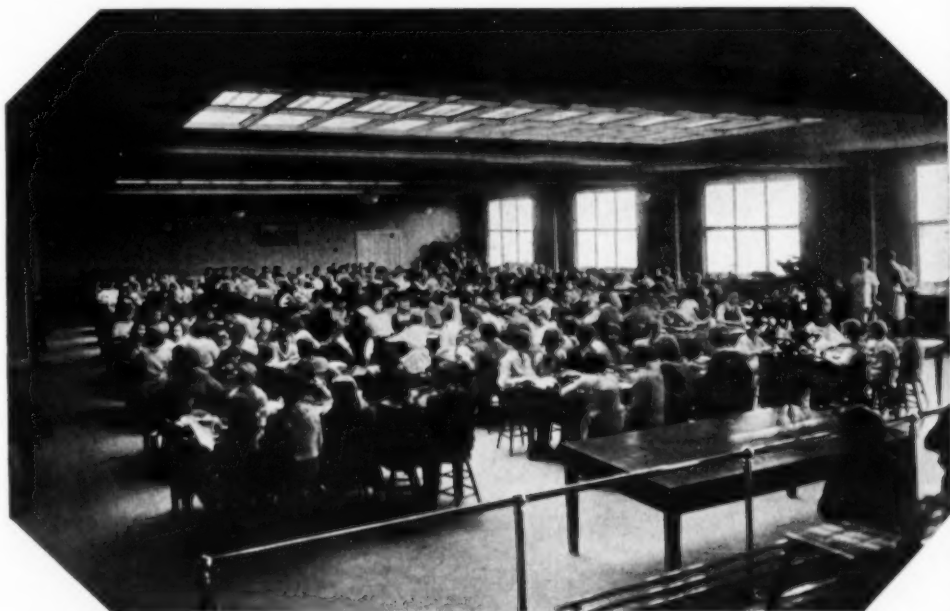
those children who from necessity, either because of the distance they live from school or for other reasons, cannot return home to lunch. The expense of these facilities is taken care of in full out of the receipts of the cafeteria and helps to make up what would amount to a fair charge against the cafeteria.

### Plant Economies

A further saving to the school district in the cost of light and heat is effected due to a shorter school day made possible through cafeteria facilities in the building. An earlier dismissal of the children results in a shorter period during which electric lights are needed; such dismissal also permits an earlier shutdown of the heating plant.

In accordance with a generally accepted policy, no cafeteria reserve is used for anything except costs directly incurred for the cafeteria. Such expenditures, naturally, increase the general value of the school property and take care of a necessary cost of repairs and replacements, otherwise obligations of the school district. The establishment of a cafeteria, operated on a sound business principle becomes a real asset to the school and renders a needed service to the greater number of students. Its existence is fully justified, in my opinion, because of these contributions and because it accounts for an actual financial contribution and saving sufficient to refute any argument that it is being supported from tax money.

That educators are taking cognizance of the school cafeteria, its problems and advantages, is indicated by the demand for definite information concerning them by school magazines and school authorities. There is a real need for an organization of school feeding directors and managers to facilitate the exchange of information, of policies, and of results obtained.



*Skylights and windows combine to make Central Junior cafeteria an attractive place in which to eat lunch.*

# State Specifications for Manufacturing Textbooks

W. H. Greeley<sup>1</sup>

About five years ago, the board of education of the State of Texas adopted formal specifications for all textbooks to be supplied to the state under contract. More recently the departments of education in several other states have taken similar action. The usual method of putting the plan in operation has been for the responsible body to issue two formal documents, after official notice of a coming adoption had been given. Copies of these are sent to the publishers. One of them contains the minimum manufacturing specifications and standards that have been approved by the board. The second is what is called a report form. On this form the publisher is expected to enter a correct statement concerning the items enumerated in the first document and, at the same time, make note of such deviations from these as appear in an official sample copy of the book filed with the department. This statement is to be signed by an official of the company, who agrees that all copies of a book that may be furnished under a contract that may be awarded later, shall conform to the sample, except in respect to those differences that are noted on the report form, which in turn may be subject to revision by the board. One copy of the filled-out form is filed with the official sample copy of the book, another copy with the publisher's bid. And, of course, a duplicate has to be made for the publisher's own file.

Now these official minimum manufacturing standards and specifications for books and pamphlets have been worked out in great detail. In one set I counted well over one hundred items. They occupy four large pages of print. I will not repeat them, but I will mention some items that are referred to in the filled-out forms. From these you will gain an idea of the extent and character of the specifications.

At the outset let it be understood that it is farthest from my intention to make any invidious comparison of one set of specifications with another; or, of any items or group of items in one, with corresponding items or groups of items in others. I will take up the items wherever I find them, without regard to their source, with the sole purpose of laying the facts before you.

## Typical Report Forms

In one report form, I find that information is sought concerning the following items: Number of pages; grade and weight of paper; number of pages in a signature; number of inserts; method of sewing; quality designation of the cloth on the cover; thickness of the board in the cover.

Another form includes some of the above, and among others the following new items: Weight and thickness of the book; the color, finish, bursting strength, and opacity of the paper of the text; the name of the manufacturer of the paper; its trade name or description; the style of back; the number of wire staples used; the trade name of the fabric known as drill, the count of its warp and filling threads, and the tensile strength test of each; exposure of the drill in binding; the number of supers used; the thread count of the supers; the kind of cloth used for reinforcement and the tensile strength of the warp and filler; the use of headbands; the weight and bursting strength of end leaves; kind of paste and glue; the name of the manufacturer of the binders' board; the name of the manufacturer of the cloth on the cover.

But the above are not all. In another form, information has to be given concerning practically all the items in the preceding paragraphs, and, in addition, for the following (list not complete): The thickness of the paper, which is expressed in thousandths or ten thousandths of an inch; the folding endurance of the text paper; the direction of the grain; bursting

strength of the paper used for inserts; the measurements of margins for the back, head, front, and foot of the page; method of handling inserts; full particulars concerning the sewing and reinforcing; the kind of thread used, and its tensile strength; the tensile strength of the supers; their distance from the head and foot of the back; bursting strength of the board used for the cover; the number of threads in the warp and filler of the cloth on the cover, with tensile strength test of each, etc.

I think nothing has been omitted from the total number of the items in the several sets of specifications and forms save requirements for the typography, to which there is a brief reference only, in one of the forms, and for the lettering and decoration on the cover.

## Individual Requirements and Methods of Application

From what I have already said, you have acquired a general notion of the content of the specification sheets and the report forms, and of the manner of their use. Let us now take up some of the individual requirements and consider the results of applying them.

The paper of any book is one of its most important physical parts, and especially is this true of a textbook. We find in the state specifications as many as ten paragraphs referring to paper and its use. Numerical requirements for tests of several characteristics are stated. But besides those qualities that the enumerated requirements are intended to give, the paper in a textbook must have, also, good printing and working qualities. Now the manufacture of paper is not at the present time an exact science. Different lots of fiber of a given grade may vary in color, strength, and other general characteristics, and they have a way of reacting differently to the same treatment.

Thus does the manufacturer have his troubles in meeting specifications for all the qualities we should like to see, especially in the thinner papers. Such papers are being used more and more to keep down the bulk and weight of textbooks on account of the continually increasing amount of matter in them. Perhaps it may surprise some of you to learn that it is not practicable to combine all the desirable qualities to the degree wished for in a single sheet of paper in the lighter weights. In these, if one quality is stressed, it is at the expense of another. The sheet is, in fact, a compromise of conflicting qualities. For example, a paper made to have a high bursting strength tends to be hard, or "tinny," as it is called. Such a paper does not work well in the processes of manufacture or in actual use afterward. Presumably, this test was included in the specifications for the purpose of securing strength. But it is not a measure of wearing quality, or resistance to tear. It simply reveals the hardness of the surface. The strength of the fibers and the manner in which they are interlaced, or "beaten," that is of more concern to us. Furthermore, the bursting test is unreliable. The folding test, which is included also, is variable in any good lot of paper, and an average of the necessarily small number of folds does not furnish a fair index of the actual folding strength. As a matter of fact, less importance is attached to both these tests as standards at the present time than heretofore, the former having already been discarded by one technical organization. If a paper manufacturer could be induced to speak "off the record" I feel certain that he would recommend somewhat less stringent requirements for the papers in the lighter weights, not for the purpose of cheapening but of improving them.

There is, however, another test that is much more valuable than the other two which might well have consideration. This is the tearing test. I believe that this test furnishes a better measure of the general quality of a paper intended for use in textbooks

<sup>1</sup>Research Department, Ginn & Co., Boston, Mass. This paper was read before the Textbook Conference, New Orleans, February 21, 1937.



than the other two tests. Experience has shown that papers developed to give a good tearing-strength test have given excellent satisfaction in use. Yet these papers do not give generally a high test for bursting strength.

Also, attention might be called to the fact that in the specifications the same requirements obtain for the thickness of supercalendered papers when used as text papers, as for English-finish papers. Since the supercalendered papers are necessarily slightly thinner, because subjected to more pressure in producing the higher finish so essential for the printing of fine halftone illustrations, allowance should be made for this group.

#### Classification Plan

As one looks over the several sets of specifications, he will find that they have some sort of plan for classification. This is the framework within which the scheme has been worked out. It determines the quality of materials to be used, and describes the processes to be employed. In consequence, it exerts a direct influence on the manufacturing costs which in the main it increases. The classification may be based on the thickness of the book alone, or on both thickness and the size of the paper page. On the basis of thickness only, a difference is found in the required manner of fastening the signatures together. Under one classification the limit for sidestitching is placed at  $\frac{3}{8}$  inch; in another it is raised to  $\frac{3}{4}$  inch. Thus, a book bulking  $11\frac{1}{16}$  inch, for example, having signatures sewed in the regular style, would be acceptable in one state but would have to be furnished in a special edition if adopted by the other.

Next, let us see how a classification based on both the size of the paper page and the thickness of the book operates. Now there is usually a good reason for the size of the paper page of a textbook. It is the resultant of the careful consideration of many factors, among which may be mentioned the character of the subject matter, the manner in which a book is to be used, the publisher's own standards, and the capacity of available mechanical equipment. The paper page of many textbooks would fall within the measurements given for the different groups of a classification that I have before me. But the pages of not a few would not. And, be it remembered, a change from one group to another means a change in manufacturing specifications. I have in mind a book in one of the commercial branches whose paper page measures  $6\frac{1}{16}$  by  $9\frac{1}{8}$  in., and whose thickness is  $\frac{3}{8}$  in. The classification raises this book from the first group, to which it would belong by thickness, to the fifth group on account of the size of its paper page. The cloth now used on the cover is stronger than is required by the specifications for a book of its thickness; but to comply with the requirements this would have to be changed to a grade costing 20 per cent more, a grade not, to my knowledge, used on any regular textbook at the present time. A special edition would be necessary if the book were adopted by the state. If the buyer were willing to pay for the increased cost of the cloth, he would not receive a compensating return.

I find similar examples in certain music books used in the grades. Their thickness would place them in the first class; but the size of the paper page raises them to the fifth class. These books, too, would have to be bound in the same more expensive cover material, although as before, the cloth on the covers at present is a great deal stronger than would be required by the specification for thickness, if I interpret them correctly. Here, too, a special edition would be called for, which would cost more to manufacture without an adequate return for the expense incurred. Moreover, in one classification there is a definite reference to geographies. Full details are given for the manufacture of books that measure from  $\frac{3}{8}$  in. to 1 in. in thickness, but there are at least four competing geographies that are noticeably less than  $\frac{3}{8}$  in. in bulk. For these there is no provision in the classification.

#### Thickness of Boards Affected by Specification and Cloth

I doubt not that cases like the above could be multiplied many times in the vast array of textbooks in various sizes on the many

subjects in the school curriculums. But under the cloth of a cover is the board. The thickness of the board, like the grade of cloth, is affected by the limitations of this classification. For another illustration, let us assume that a history of modern times, bound in a waterproof cloth proved by experience to be entirely adequate, bulks exactly  $1\frac{1}{8}$  in., the limit given for a book in a certain group. The manufacturer figures his cost on the book as is. On this cost the publisher bases his price. Now history is not static; it is being made every day. Consequently, the publisher has to add matter from time to time to bring his book up to date. In the course of a few years he may have added eight, possibly sixteen pages. This increase requires more paper and presswork, and makes more work in the bindery. The cost of manufacture is increased, but the price has to remain the same. You will say that the increase cannot be much, and that the publisher should absorb it. Well, he does. But let us go further, and assume an increase of  $1/32$  in., or  $1/16$  in. in the bulk, regardless of the reason. The book is then forced into the next higher category in the classification. Consequently, the cover board must be increased in thickness and the grade of the cloth changed. The total of the increases for a single book might not seem large; but if this is multiplied by fifty or a hundred thousand, the amount for the publisher's absorption becomes a very sizable annual item. Does anybody here think that the book in the original cloth and board would not be just as serviceable after the above slight increases had been made as before? But, if the book should now be adopted by the state in its later bulk, the board would have to be thickened, regardless of the fact that the same board had been used satisfactorily on hundreds of thousands of books of the same or greater bulk. The cloth, too, would have to be changed to a grade of imitation leather with a base of drilling, or to a variety of buckram listed by one leading manufacturer among his law and buckram qualities, even though the cloth on the regular edition had, during the life of the book and similar books to date, given no occasion for criticism. Here, again, a special edition would have to be manufactured.

#### Cost of Manufacturing Special Orders

But another important factor claims attention here and in similar cases. This is the greater cost of manufacturing special orders. The larger manufacturing establishments are geared to production on a quantity basis. It is this fact that makes possible today's low prices for all regular editions of textbooks. Unless ordered in large quantities, the special edition would superimpose upon increased cost for materials a higher unit cost of manufacture. In contemplating situations of this kind, it is natural for questions like these to occur to one: Could the publisher justify an increase in price of a published regular edition on account of more expensive materials when those already used for the book had been proved by experience to be satisfactory? Is it reasonable to expect that those who desire the more expensive editions would be willing to pay for the additional cost? What satisfactory disposition could be made of copies of the more expensive special editions that might be left on the publisher's hands at the expiration of an adoption?

#### Requirements for Margins

In the past two or three years many of you must have noticed an increased number of magazines and books of general interest in which the illustrations extended across the full width of the proper page, and sometimes over a part or the whole of its length as well. These are called "bleed off" illustrations because they are so planned that a small portion of each is cut off when the edges of the book are trimmed in the process of binding. This style of illustration is beginning to appear in textbooks, modified in different ways by the designer of the book, but always filling completely some of the space ordinarily reserved for margins. Certain specifications, however, prescribe the minimum amount of margin for the back, the head, the fore, and the foot of the printed page. Marginal notes, sideheads, extended maps, and presumably extended illustrations have to be considered a part of the printed page. Books in the social



studies, a set of readers, or histories, or arithmetics illustrated in this manner, would not meet the requirements because certain margins simply wouldn't be there. If such a book should be desired by a board of education, a special edition would have to be manufactured on entirely different lines, at an increased cost that would be prohibitive, except possibly where there might be an extraordinary and continuing annual sale in the state.

Or take, for another example, the effect of the requirement about margins on some geographies. For years it has been the practice of leading cartographers and publishers to break borders of maps occasionally so as to extend somewhat into the margin small areas of certain maps which it was desirable to have appear, but for the sake of which it was deemed undesirable to reduce the scale of the entire map, as would have to be done if the borders were not broken. The larger size for the body of the map which this expedient makes possible is highly desirable for the pupil. The enforcement of the requirement for margins, since it is specifically stated that the measurements must begin at the widest part of the print, might easily necessitate the re-engraving of numerous maps in smaller size at very great expense, or the manufacture of a special edition with a larger paper page. The latter course would upset completely all pre-arranged plans for page size adapted to economical manufacture, and would result in such a large increase in the manufacturing cost as to prohibit the undertaking.

### End Leaves

In respect to end leaves, the blank leaves at the beginning and end of a book, one finds different weights and bursting strengths specified. A folding test for these is called for at least once. There is no difference in the paper required for side-stitched books and for sewed books. But a binder will tell you that the end leaves in a sidestitched book where the drill is exposed — and the exposed drill is required in the specifications — are not subjected to the same strain as those in a sewed book. The strength of the paper, therefore, need be no greater than necessary to stand the normal amount of handling that the end leaves receive while the book is in use. For the sewed book, on the other hand, the leaves should be strong for, with the supers, they contribute to the strength needed to hold the cover to the book and to bear the strain of the repeated movement to and fro at the hinge, or joint.

### Single-Page Inserts

There is a requirement that a single-page insert illustration, i.e., an illustration not printed on the same paper as the text, shall be wrapped around the signature. A signature is a group of pages, often but not always sixteen in number, constituting a manufacturing unit in the bindery. Now this specification necessitates an increased amount of handwork for each insert, and consequently increases the manufacturing cost of a book in proportion to their number. The actual need of this method, which is that used in limited editions, is a question. In my opinion, it should not be necessary in view of the improved machinery and better adhesives now available. If not necessary, the specification increases the cost and selling price of a book without a corresponding return. It is further specified that double-page inserts, maps, etc., shall be mounted on paper or muslin guards and then wrapped around signatures. This is an unfortunate restriction. It leaves out of consideration entirely another method, by which the pasting and wrapping is avoided altogether. By this method double-page maps and the like are stitched or sewed in as integral units of the book. This style should at least be authorized as an acceptable equivalent.

### Requirements for Thread

On reading the specifications a binder would note particularly the requirement for a single size and strength of thread for all sewed books, regardless of the thickness of the paper, the number of pages in signatures, and the thickness of the book. He would assert that such a specification would not be desirable for, in his opinion, a specification of this kind should be left to his judgment and experience. He would read, too, that a cotton

thread is prescribed for one group of books, and he would wonder why linen thread, also, would not be acceptable. He would see that it is permitted elsewhere in the specifications. He could think of no reason why the linen, usually stronger, should not be allowed as an alternative, especially since it works better in his machines.

### Requirements for Supers

Supers are strips of thin fabric, glued down the entire length of the back of a book, and extending over onto the boards to which they are attached for the purpose of holding the book and cover together. The specifications require that books in a certain category shall have two supers of a certain kind and strength, or one, provided the strength of a single super or of two combined shall not be less than a certain amount. I know of a bindery, in which two strong supers are used in its regular style of binding such sewed books, where the combined strength of the two supers used in combination is twice the amount required. Keeping this fact in mind, let us turn to another paragraph. Here one reads that all sewed books shall have a strip of cotton cloth around the first and last signatures. Thus the second requirement will make three thicknesses of fabric running the entire length of the book at its hinge. Reading on, one finds that the same book must be sewed on two tapes, three if the book is very large, not less than  $\frac{1}{2}$  in. wide, and that the tapes are to be tipped down onto the front and back covers. There will thus be four thicknesses of fabric at the points where the tapes appear. A binder will tell you that these would make the book too stiff at its hinges, and would, in his judgment, be an undesirable style.

### Sidestitching for Elementary Textbooks

Many textbooks for the grades have the signatures sidestitched with thread near the back. This stitching has been done satisfactorily on a certain type of machine for many years. Literally millions of books having a bulk up to  $\frac{3}{4}$  in., and many over that, have been stitched on it. In some specifications the use of this machine is limited to books bulking  $\frac{3}{8}$  in. or less. In its stead there is required for books thicker than  $\frac{3}{8}$  in. either one of two new machines which have been designed expressly for use in stitching books too thick to be stitched on the former type of machine. It may be, of course, that in some establishments the technique of use of the former machine has not been developed beyond the small bulk indicated. But it would seem that an alternative should be given, to permit the use of this machine by those binders who have developed it to a higher degree of efficiency.

Then there is another limitation in certain specifications that seems to be open to question. It is one requiring books over  $\frac{3}{4}$  in. thick to be sewed. It was to meet a demand for stitching even thicker books that the two types of machine referred to a moment ago were invented. Since books bound in the stitched style are preferred by many on grounds of durability, would not an option to permit this style be desirable, thereby not withdrawing the benefit of this invention from those who might wish to take advantage of it? Otherwise the special edition looms again.

### Variations in Binding Fabrics

In the processing of the fabrics used in the binding of a book, variations occur in the count of the threads per square inch of goods of the same grade and finish made in the same mill. A variation in the number of threads will be reflected, necessarily, in the tensile-strength tests. Consequently they affect any numerical requirements that may be stated in the specifications. As it is a generally accepted fact, that there will be similar differences in the results of tests of goods manufactured from identical materials and under identical conditions, it has become a standard practice in trade to allow what is called a manufacturers' tolerance, frequently 5 per cent, to cover such variations. In accordance with this custom, it would be well if the specifications contained a statement to the effect that such tolerance would be allowed.

### Methods of Applying Specifications

From this perhaps too extended examination of the specifications we have seen that the dominating feature is classification. This affects the size of a book, and the materials and processes employed in its making. It is intended to be all-inclusive; yet we have found it to be incomplete. The methods of its application are fundamentally different. When applied to certain current books, it results in anomaly, and necessitates special editions that are more expensive to manufacture. It even reaches into the future by setting in advance limitations to plans for new books. A way should be found to avoid this. Each manuscript presents a new or variant problem to the publisher. He should be left entirely free to find a solution according to his own conception of a practical ideal for each, without being hampered by the thought of sales resistance in case his book should measure a little more one way or the other than is allowed by arbitrarily chosen limits of certain state specifications.

### Choice of Materials

The materials that go into the manufacture of textbooks should be of good grade and uniform quality. They should give all the service that might reasonably be expected of them. The up-to-date manufacturer seeks to maintain the standard of quality of the materials he orders by having frequent tests made at his own plant or outside. As in the case of most manufactured or processed articles, different grades of materials are available for use in the binding of books of all kinds. It is well that this is so, for the publisher is thus able to select materials according to the needs of a particular case. You ask what determines the grade of material selected? My answer is that the minimum qualities are determined mainly by experience. For many years the schools of the country have been a great laboratory in which materials of different qualities, or grades, have been given that best of all tests, the test of actual use. By the results of this test the publisher is guided in preparing his own specifications for materials. Be sure that if by chance he makes a mistake he will hear about it quickly. If experience has shown that a certain grade of material meets adequately the test of service, why should the publisher order a more expensive material and charge the buyer for it? Certain specifications, however, require what, in the light of experience, one would have to call supergrades, as was brought out in our inquiry into the effects of classification. Let me say a word at this point in behalf of good craftsmanship. If I desired to buy a book for the greatest durability I should select one built of good materials, put together by skilled craftsmen under expert supervision, rather than one made of better materials but having poor workmanship. The best materials and the best possible equipment, operated by men without skill born of long experience, simply cannot produce a first-class book. It is the men behind the machines that count.

### Binding Specifications Restrictive

In processes of binding, as well as in classification and materials with which they are interrelated, the specifications are very restrictive. Instances have been pointed out where this restriction has led to increased expense and questionable style.

Now all here would agree that it would be desirable to draw up specifications in considerable detail for the manufacture of an intricate machine. But may it not be altogether undesirable to carry the idea so far as to impose restrictions in respect to materials and processes on a branch of the book-manufacturing industry where, in addition to skill and craftsmanship, experience plays such a very important part?

Is such a course better after all for the one who imposes these restrictions? May he not by such rigid insistence, get in the end some results he may not want? The specifications do not give to the binder an opportunity to exercise his judgment which he has acquired by years of experience. The door is closed to improvement and invention. To me such a course seems of questionable wisdom, and particularly at this time, when the mind of man is more active in search of improvement and invention in the graphic arts than at any other period in history. Then,

too, we should not overlook another influence that is operating continually to improve the physical qualities of books, as well as the character of their content. This is the keen competition among publishers for more business. As soon as an improved method of operation or a new material is found, books showing their advantages are placed quickly on the market, and the representatives of the publishers seek new orders on the basis of newly acquired superiority.

### Is There Not a Better Way?

In addition to the several states now following a specification plan there are, I think, eleven others where the adoption of textbooks is under state control. If a part of or all these should adopt sets of detailed specifications, it is reasonable to suppose that they would differ in certain details from specifications already issued, and also, from one another. I leave it to your imagination to picture the confusion and economic waste that might ensue under such circumstances. Then the present situation, with its varying report forms, differences in method, excessive restrictions, inattention to publishing and manufacturing experience, increased costs, special editions, etc., differs only numerically from the above picture. It is a condition that calls for improvement through co-operation. May it not be possible to find a way out which shall assure protection to a state that thinks it requires protection, without at the same time imposing a hardship on the manufacturers incommensurate with the benefits desired by the purchaser? At the present time the Book Manufacturers' Institute is at work on a set of uniform specifications which will require materials and processes of ample quality, but which are not so burdensome but that the publisher can accept them. May not the uniform specification plan bring the desired solution?

The reputable publisher of textbooks aims at building the regular editions of his books in such a way that they will give adequate service to the purchaser. This responsibility he takes on the publication of the book. It would be against his interest to do otherwise, for a dissatisfied patron is a liability no publisher wishes to assume. In the states where detailed specifications are not insisted upon, the publisher is required to file a copy of the book for which he submits a bid. The contract that may later be entered into provides a heavy penalty for the publisher who does not maintain the standard of the sample copy on file. I think history shows that this plan has given to the states ample protection against deception.

In bringing this paper to a close, I would urge all those who are charged with the responsibility of adopting textbooks to select regular editions of books issued by those publishers who have a reputation to sustain for producing durable books, for fair dealing, and for satisfactory service. By so doing I believe they will receive full value for the money expended.

### FEDERAL EQUALIZATION OF SCHOOL SUPPORT IN NORTH DAKOTA A. V. Overn<sup>1</sup>

A marked development in the participation of the Federal Government in financing state and local educational opportunity has taken place in the past six years in North Dakota. It has gone beyond the previous encouragement given to education through such acts as the First and Second Morrill Acts, the Nelson Amendment, the Hatch Act, the Adams Act, the Smith-Lever Act, and the Smith-Hughes Act. Numerous observations of the poverty of school districts due to the mounting delinquent taxes in various places in North Dakota induced Fylling to investigate the services of the Federal Government in attempting to ease the burden of school support in those communities during the emergency.<sup>2</sup> The first forms of such relief consisted of the payment of salaries to teachers who otherwise would have received no immediate pay for their teaching. Later, unemployed teachers were given opportunities to teach nursery and adult classes. Work relief was provided also for repairing, remodeling, and improving school plants. Aid for erecting new buildings and aid given to students to enable them to continue their education represented further developments of this Federal program.

Fylling's study had five purposes: (1) to investigate the financial situation of school districts which received Federal aid in fifteen well-distributed

<sup>1</sup>Professor of Education, University of North Dakota, Grand Forks, N. Dak.

<sup>2</sup>O. E. Fylling, "Financial Conditions of School Districts in Fifteen Counties in North Dakota with Special Reference to Federal Aid Received." Unpublished Master's Thesis, University of North Dakota Library (June, 1936).

(Concluded on page 116)



# Methods of Purchasing Coal in Small Communities

A. M. McCullough<sup>1</sup>

(Concluded from April)

After the school executives have decided as to the type of coal to be used and have come to a decision on such matters as the size and other physical characteristics of the coal that will best fit the firing equipment of the school district, the actual problem of setting up specifications and of determining the when and from whom to buy may be attacked.

The first step is the setting up of specifications. In the main, specifications fall into two large divisions: One division consists of the administrative procedure that each locality wishes to follow in its dealings with coal companies; the other has to do with the technical side of fuel purchasing and includes the information and advice given by one of the technical experts suggested earlier in this discussion. The administrative part of the specifications is entirely a local matter; the technical part should insure the proper type of fuel at the lowest cost.

The following outline gives the pertinent facts:

## OUTLINE OF SPECIFICATIONS OF COAL\*

### Purchaser-Parties to Contract-Seller

#### General and Specific Clauses

#### I. Producer's or Seller's Bond — Surety Company

#### II. Coal to be Furnished

1. Trade name
2. Region mined
3. Size limits, if any
4. Quantity — maximum
  - (a) Percentage allowed for varying requirements
  - (b) Pro rata tonnage in times of strikes
  - (c) Reserve for test purposes
  - (d) Right to buy on open market — per cent of maximum quantity

#### III. Purchaser's Option

1. Rights in case of seller's failure to fulfill contract
2. Annulment-of-contract clause

#### IV. Shipments

1. Notice to seller as to requirements
2. Delivery
  - (a) When — period
  - (b) Where — trucks, yards
  - (c) How — types of cars desired
  - (d) Routing
  - (e) Weights
    - (1) Railway bills expense to purchaser
    - (2) Purchaser's weights

#### V. Payments

1. Price
  - (a) Mines
  - (b) Freight — changes in rates — how adjusted

- (c) When are prices to be changed — monthly or otherwise
- (d) When are freight rate changes to be adjusted — monthly or otherwise

#### 2. Quality Basis

##### (a) Specifications

- (1) Bonus and penalty clause — scale of prices per ton
  - (aa) Sizing
  - (bb) BTU dry coal
  - (cc) Per cent of ash and fusing point
  - (dd) Volatile elements
  - (ee) Fixed carbon
  - (ff) Sulphur
  - (gg) Nitrogen
- (2) The Inspection Clause applies to all the points (aa) to (gg) just enumerated

##### (b) Tests for Quality

- (1) Made by whom — seller or purchaser — referee
- (2) Test to be made named
- (3) When test is to be made
- (4) Where test is to be made
- (5) Methods to be followed
  - (aa) Sampling
  - (bb) Analysis
- (6) Test reports
  - (aa) Forms to be used
  - (bb) To whom are reports sent?

After the proper specifications have been set up, bids must be sought and genuine competition insured. The following are the most common means of accomplishing these two ends:

a) Advertise in newspapers for bids (this calls the attention of fuel dealers outside the community to the bids) or send bid forms and specifications to a number of dealers.

b) All bids submitted should be studied to determine whether the members of the fuel dealers' association are in agreement on prices.

c) Check prices paid by other school districts in near-by communities.

d) Secure quotations from general dealers.

Upon receiving the bid proposals from all coal companies, the next task is that of obtaining the most heat for the least expenditure of time and money. There are two methods of doing this: One is based on the thermal heating value of fuel; and the other on the cost per pound of steam generated. The use of these different methods will result in economical as well as ac-

curate purchasing of fuel, and will secure the most heat for the least expenditure of time and money.

In using the first method, a table similar to Table I should be set up and the proper calculation made.

From the bid proposals, Columns 1, 2, 3, 4, and 5 are to be filled in. The other columns are filled in as indicated by the calculation given below:

Column 6 — Subtract from Column 2, Column 3 taken as a whole number multiplied by 9.7.

Column 7 — Column 5 divided by 100 per cent minus Column 3.

#### Column 8 —

a) Take the smallest per cent of ash as standard (Column 4).

b) All other bids are to be adjusted upward by subtracting the lowest percentage from percentage given.

c) The remainder thus obtained taken as a percentage of the bid price (Column 5) and added to price in Column 7 gives Column 8.

Column 9 — Multiply Column 8 by 1,000,000. Then divide by Column 6 multiplied by 2,000.

The figure in Column 9 gives the basis for comparison. In this example Bidder A is lowest with a price of 9.542 cents per million Btu's. This is the fuel to buy if it is within the limits set up by the specifications.

The method of selecting the lowest bidder as given above is based on the theoretical calculation of the most heat in the fuel. There is, however, a practical side to the selection of fuel. Conditions vary in each plant owing to installation, type of building, and methods of firing. Therefore, it is well to conduct an actual firing test and determine the cost per pound of steam generated.

Each bidder agrees to furnish a specified amount of fuel which is to be paid for by the purchaser. It is to be fired under actual plant conditions by the regular custodial engineer. A record of the number of pounds of steam produced by the quantity of fuel is to be kept. The vendor may be present to make any suggestions, but the actual firing must be done by the regular custodian. The bid is awarded to the

FORM I. Coal-Bid Comparison

|          | 1 | 2                      | 3                    | 4               | 5      | 6                                | 7                                   | 8                | 9                                 |
|----------|---|------------------------|----------------------|-----------------|--------|----------------------------------|-------------------------------------|------------------|-----------------------------------|
|          |   | Heat Value as Received | Moisture as Received | Ash in Dry Coal | Bid    | Heat Value Adjusted for Moisture | Price per Ton Adjusted for Moisture | Adjusted for Ash | Cost per 1,000,000 Btu's in Cents |
| Bidder A |   | 13,400                 | 4%                   | 10%             | \$2.35 | 13,361.2                         | \$2.44                              | \$2.55           | 9.542                             |
| B        |   | 14,600                 | 7%                   | 6%              | 3.25   | 14,532.1                         | 3.49                                | 3.49             | 12.0007                           |
| C        |   | 13,000                 | 8%                   | 8%              | 2.35   | 12,951.5                         | 2.47                                | 2.51             | 9.689                             |

<sup>1</sup>Superintendent of Schools, Fairfield, Conn. In the first part of this article, Mr. McCullough discussed types of coal to buy and general problems of buying.

\*Taken from *Finding and Stopping Waste in Modern Boiler Rooms*, p. 81. Published by Cochrane Corporation, Philadelphia, 1928.

vendor offering fuel at the lowest cost per pound of steam generated.

A steam meter is required when making the comparison of bids according to this method. The formula for making the calculation is:

$$\frac{V}{W \times C} = F$$

V—Amount of steam condensed  
W—Amount of coal consumed  
C—Cost of the coal  
F—Unit of comparison

The advantage of this method of bid comparison is that it takes into account the actual working conditions of the plant and the particular methods of firing employed by the custodial engineer.

Sampling and having the samples carefully analyzed by a chemist is very important. Unless this is done after the specifications have been drawn, and the bids let, they will lose much of their force. This whole procedure is carefully explained in a government bulletin.<sup>2</sup>

There is another very important matter that must be checked carefully. It is the inspecting of the coal when it is placed in the truck and the checking on the weights. The weight of the coal may be verified by the school authorities in a number of ways. The coal may be weighed on the school scales, or a check weight may be made on a set of independent scales. A member of the janitorial staff may be placed at the coal company's point of weighing; or, if the coal is sent in carload lots under seal, the railway weights may be taken. If placed on the coal docks, the ship weight or coal pocket weights may be accepted.

Inspection of the coal before it is placed in the trucks for delivery is of primary importance. Someone who has a general idea as to the size and physical characteristics of coal should be placed at the point of loading, and his decision as to fulfillment of the specifications of the coal in these items be made necessary for loading. However, it must be clearly understood that his acceptance does not alter the penalties or bonuses indicated by the chemical analysis or even the final acceptance. The same type of inspection should be made again as the coal is placed in the school bin. All specifications should be drawn with the undersanding that this preliminary inspection at these two points is to be made, and that rejections are to be enforced.

Specifications properly drawn will stipulate penalties for failing to meet specified requirements. Most fuel concerns will demand that in all fairness bonuses must be given when the coal exceeds the specifications. To meet these two conditions bonus-and-penalty calculation should be given. In order to carry out this policy, adjustment in payments must be made based on the quality of the fuel delivered.

<sup>2</sup>Pope, George S., *Methods of Sampling and Delivering Coal and Specifications for the Purchase of Coal for the Government*, Department of the Interior, Bureau of Mines, Government Printing Office, Washington, D. C., 1916. Bulletin No. 116.

## BECOMES STATE SUPERINTENDENT OF WASHINGTON

Stanley E. Atwood, formerly deputy county superintendent of schools in the State of Washington, has been elected state superintendent of public instruction.



Mr. Stanley Atwood  
State Superintendent of Public Instruction,  
Olympia, Washington.

Stanley Atwood was born in Johnson County, Mo., in 1885. He received his education in the public schools of Washington and was graduated from the Ellensburg State Normal School and the University of Washington. He holds an A.B. degree and is completing postgraduate work in education. He has been a deputy county superintendent of schools for four years.

The bonus or penalty will depend upon the relation of quality delivered to quality specified. When variations in any grade of coal amount to one per cent or more, the bidder should be penalized or awarded. When the percentage of moisture in a particular delivery of coal differs beyond the limits permitted in the quotation, the contract price per ton for that delivery should be adjusted by a percentage equal to the difference between such maximum percentage permitted and the actual percentage of moisture in such delivery. To correct for the evaporating effect on the Btu content, multiply the per cent of moisture expressed as a whole number by the factor 9.7, and subtract from the heat value in Btu's as received. The number thus obtained is to be used as the Btu's delivered in the formula given below.

If the amount of Btu's is found by analysis to be above or below the quotations, then a delivery of coal may be accepted at the board's option by adding or deducting one per cent from the contract price of the coal, for each 100 Btu's variation, or the difference may be adjusted by using the following formula:

$$\frac{\text{Btu's delivered (dry coal basis)}}{\text{Btu's specified (dry coal basis)}} \times \text{bid price}$$

If the per cent of ash of the dry coal differs from that specified and a delivery of coal meets all the other requirements

stated above, then the price to be paid for such delivery of coal shall be calculated at the rate of one per cent for each one per cent of ash in variation from the specifications. The reductions in price given above shall be cumulative.

## When to Buy

In order to secure the most for the money after the purchaser knows what to buy and how to buy, he should consider the time of purchasing. If he wishes to secure the advantages of a seasonal price, he should bear in mind the following facts: It is the best practice to contract for the entire season's supply at one time. If this is impossible, arrange to buy in such quantities that all bins will be filled at one time. This insures a quantity price. Occasionally local situations make it necessary to purchase fuel on the basis of delivery as needed. When this occurs, a careful check should be made to see what is the difference in cost between this method and the total quantity price. To be sure that the exact facts are known, a wide variety of bids on the two methods of delivery should be made.

When the market is irregular or especially when there is a decreasing market, the method known as spot-car purchase is a desirable procedure. In brief, the purchaser buys as needed in carload lots and times the buying so as to take a full car at the best price available.

To determine the value of any or all of the above suggestions, a continuous price record should be composed. This will indicate the open-market price at different seasons in the year. The purchasing agent thus has a guide to the time of year for that particular locality and may know rather accurately when coal contracts for the ensuing year should be given out.

People who have used this careful and scientific method of purchasing fuel have found that costs may be materially reduced, and that savings can be made that will more than pay for the time expended by the officials in charge. In some cases no reduction appears, but at least the school district is certain that it is getting what it is paying for. All school purchasing agents should examine their fuel-buying technique carefully and strive to purchase the most heat for the least expenditure of time and money.

## FLOOD DAMAGE IN LOUISVILLE

The Ohio River flood which overwhelmed the city of Louisville in February caused damage to public-school buildings estimated at \$498,000. Mr. Samuel D. Jones, business director of the board of education, has prepared estimates of the loss of furniture and equipment, damage to heating, electric wiring, floors, and interior wood trim, and injury to plaster and painting approximately half a million dollars. The business department of the board of education achieved wonders in making temporary repairs and in handling the temporary housing of classes in churches, halls, and other structures. Classes were even held in a jail building. The payment of teachers' salaries and other business of the schools was continued during the flood without interruption by the office of Dr. Henry B. Manley, auditor of the board of education.





*General Exterior View, Cunningham Junior High School, Milton, Massachusetts. — Ralph Harrington Doane, Architect, Boston, Mass.*

## The Cunningham Junior High School Milton, Massachusetts

The Cunningham Junior High School at Milton, Mass., is an impressive example of the adaptability of New England Colonial architecture to modern secondary-school requirements. The building is without question the finest public structure of the city, in which it serves the instructional needs of some 400 children enrolled in grades seven, eight, and nine. The building was erected during the year 1935 and occupied in January, 1936. It is planned for a present capacity of 600 students and is arranged for the addition of an auditorium and for ultimate enlargement for 1,200 pupils.

The building plan takes full advantage of the irregular levels of the site. In developing the design, Mr. Ralph Harrington Doane, the architect, had in mind the desirable qualities of a dignified building which would harmonize completely with its residential surroundings and utilize in a very practical way the economies possible in a faithful Colonial-style structure. Not only in the development of the exterior with its imposing entrances and its restrained use of rough concrete, cut stone, and dark red brick, but also throughout the interior, the aesthetic qualities of each unit, corridor, and instructional room have been carefully studied and developed.

The building consists of three main sections, with the main classroom unit in the middle, a gymnasium at the left, and

a classroom wing at the right. To the top of the lower floor or semibasement, the exterior is finished in rough concrete. Above this, red brick has been used, except for the minor trim and the main entrance which have been developed in limestone.

The nine dormers and the cupola are of white pine, with copper roofs and flashings.

The gymnasium, which is on a level with the basement floor, measures 66 by 90 ft., and is fitted with a huge oak parti-



*Cafeteria, Cunningham Junior High School, Milton, Massachusetts.*

tion that permits the room to be divided into a boys' and girls' gymnasium respectively. The girls' shower and locker rooms are at the rear, and the boys' in the space adjoining the classroom unit. There are ample toilets, storage rooms, offices for the instructors, a room for visiting teams, etc. The boys' showers are of the corridor type, fitted with glass partition to enable the instructor to control the showers.

On the basement floor there is also a large general shop, fitted for woodwork, metalwork, home mechanics, and electricity. Toolrooms, offices for the instructors, and space for storing materials and finished work are provided. The home-economics department for girls includes a cooking laboratory for 32 girls, a sewing room, storage space, and a model dining room. The cooking room is arranged on the unit basis so that each group of four girls works in a typical home situation with a stove, a kitchen sink, a cabinet, and a table. The built-in furniture in the department has been carefully studied to provide storage for general class materials and separate lockers in which each girl may keep work in process. Two classrooms in the right wing of the building, now used for storing bicycles and school materials will be later furnished for academic work.

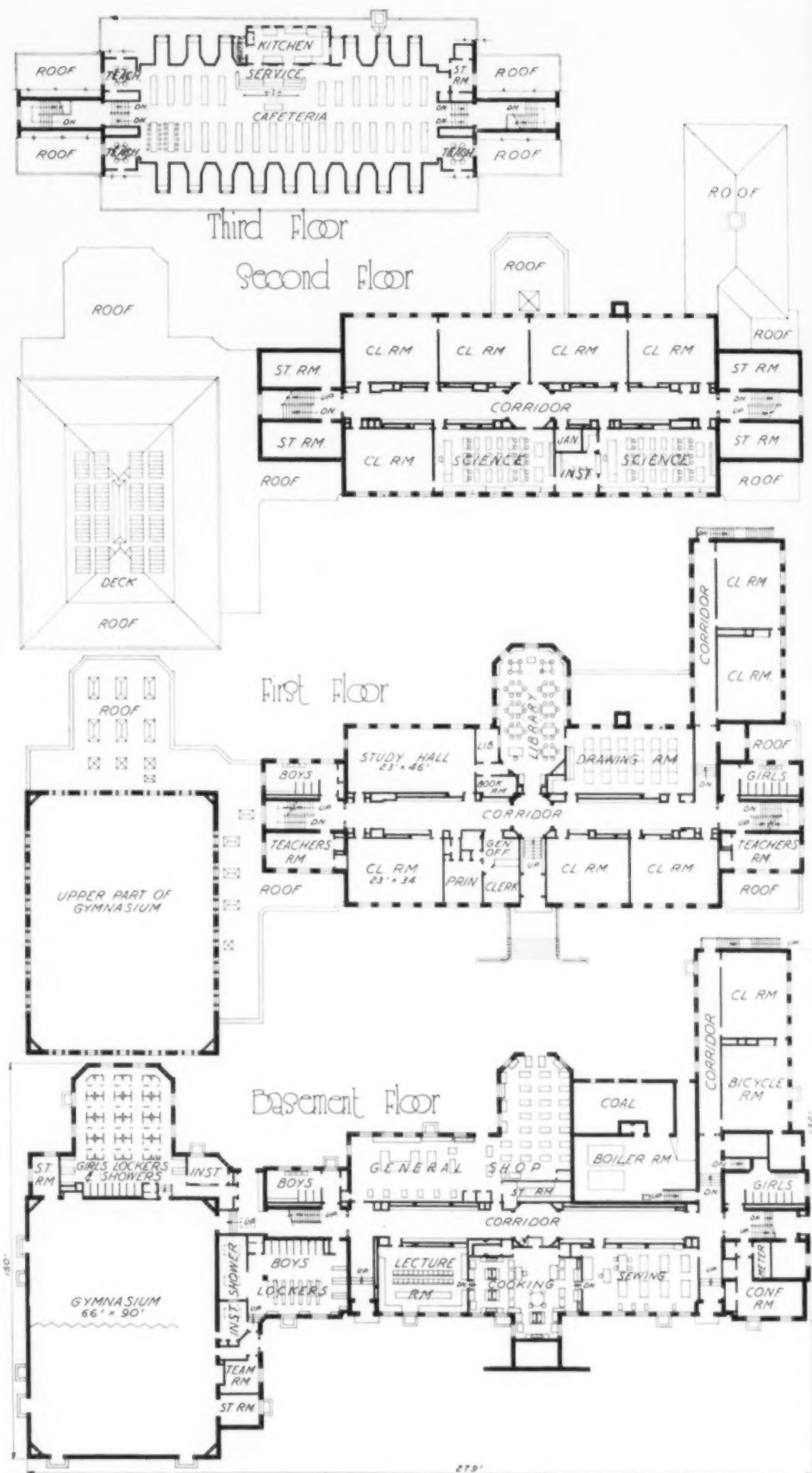
Adjoining the main entrance on the first floor, there is the principal's office suite, with a private room for the school's executive officer, a storage room, a toilet, and a general office. On the same floor there are five standard classrooms, a drawing room, a social-science room, and an emergency room which is planned for use by the medical inspector. A large typewriting room is fitted with special desks designed by Supt. Horace F. Turner. The most interesting room on the floor is the library, which is arranged in a long bay, lighted on three sides, so that each table has a maximum of natural light. As the nerve center of instruction in the academic subjects, the room is beautifully furnished with special chairs and tables, and oak paneling, all harmoniously finished in warm brown. Specially designed lighting fixtures and a dark red linoleum floor make the room attractive.

On the second floor there are five standard classrooms and two science laboratories. There are also four smaller rooms fitted for teachers' studies, for special recitation work, and for guidance groups.

The cafeteria, which is a secondary "show place," is located on the third floor. It is planned to seat 356 pupils at one time and has a kitchen fully equipped with modern, time-saving apparatus for preparing food and washing dishes. Teachers' dining rooms are provided in three alcoves.

The building is heated by two stoker-fed, steel boilers, which provide heat for unit ventilators in the classrooms and direct radiators in the smaller rooms.

The building is erected with brick-and-tile walls, concrete bearing floors, concrete and steel stairs. The long spans of the gymnasium are carried on steel girders.



Floor Plans, Cunningham Junior High School, Milton, Massachusetts.

Judicious use has been made of fireproof, sound-absorbing materials in the ceilings. Floors, wainscoting, walls, stairs, etc., have been studied so that the materials have the greatest fireproof as well as wearproof qualities, with due consideration for a harmonious color scheme. Ultimate economy has been the controlling factor in

this aspect of the architects' service, just as flexibility and adaptability to administrative and instructional uses have been the first considerations in planning rooms and the circulatory areas.

The building cost \$355,000 and was erected with the aid of a PWA loan and grant.





*View of West Drive Entrance to Combination High and Elementary School, Highland, Illinois.—  
Knoebel & Pabst, Architects, Highland, Illinois.*

## Highland Builds for All Its Children

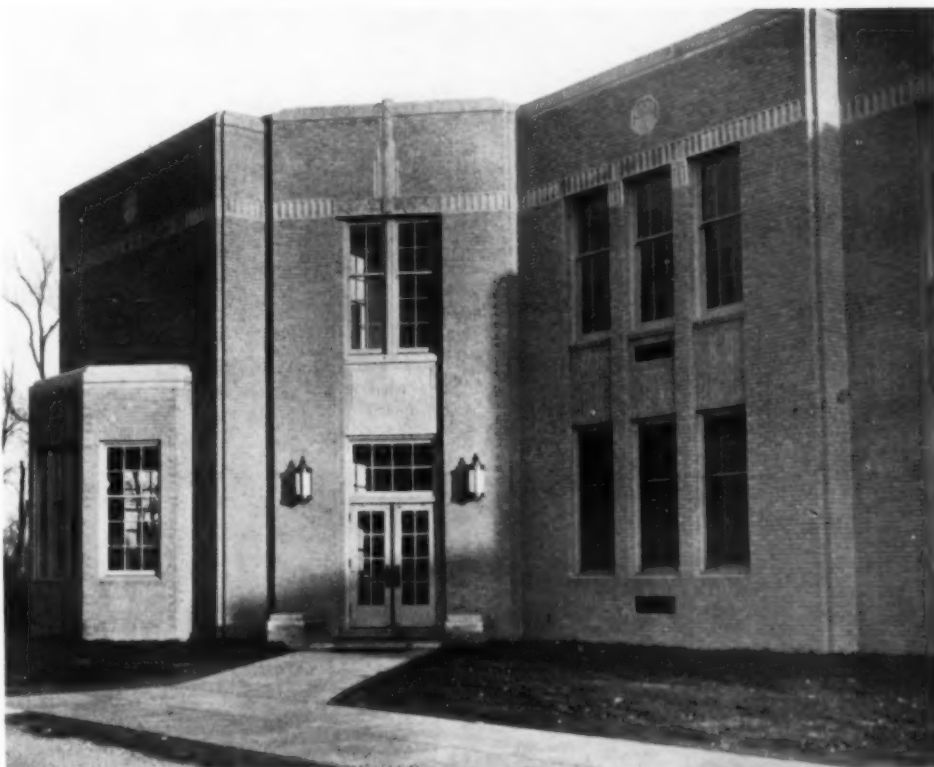
*The Highland High and Elementary School, Highland, Illinois*

P. L. Ewing<sup>1</sup>

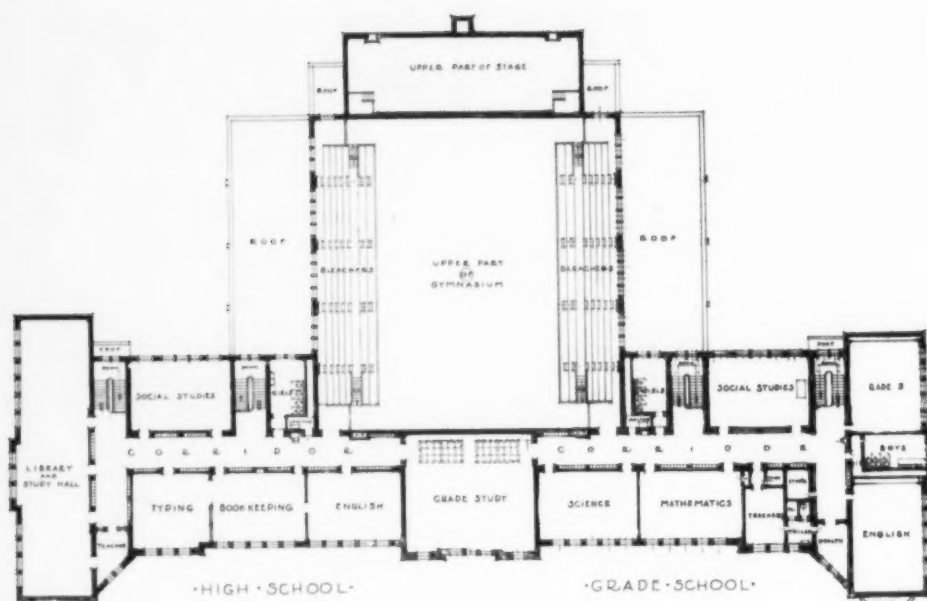
The schoolman who drives through Illinois is impressed with the beautiful high schools which many communities have erected for the education of their children. This situation was made possible in Illinois by a law permitting the joining of grade-school districts to form what is known as township- or community-high-school districts. Thus, the State of Illinois has created what is often called a dual system, with the high school under one board of education, and the grade-school district under two or more separate boards. Usually the head of the high-school district is called the principal, and he may or may not be superintendent of the grade schools. In the majority of Illinois communities, the administrative departments of the two schools are separate.

When the high-school district was formed, the usual procedure was to use the former district high-school building for grade-school purposes. In other words, the great mass of students from grades one to eight inherited the old buildings which were not big enough for the enlarged high-school and grade-school enrollments. This practice flourished because a common-school district could, by a favorable vote of the people, extend the high-school dis-

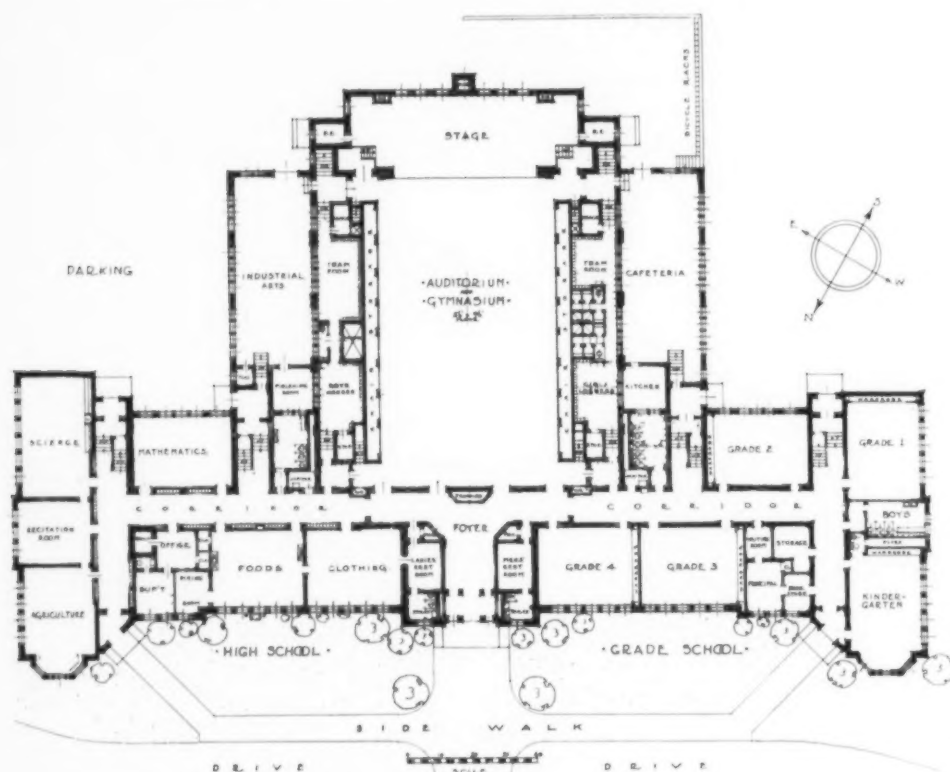
<sup>1</sup>Superintendent of Schools, Highland, Ill.



*High School Entrance to the Combination High and Elementary School, Highland, Illinois.*



Second Floor Plan, Highland Public School, Highland, Illinois.



First Floor Plan, Highland Public School, Highland, Illinois — Knoebel & Pabst, Architects, Highland, Illinois.

trict several miles beyond the grade-school district, and thus create a high school of sufficient size, and supported by an assessed valuation sufficient to finance a building program adequate for a well-balanced, liberal program at the secondary level.

Highland is located thirty miles northeast of St. Louis, Missouri, on U. S. Route 40, the old National Trail. It is an Illinois community which has been discussing the erection of a new school for the past fifteen years. In 1837 this thriving town was platted by Swiss immigrants. The people have always taken a distinct pride in their

community and its welfare. It was only natural that the town which is the original home of several nationally distributed products—condensed milk, trucks, and pipe organs—should have an interest in the schools and in their progress. During the past fifteen years several community-improvement projects have been sponsored. Every street in the city was paved at one time as a unit project. One of the finest libraries in the state was erected as a memorial to Louis Latzer, founder of the Pet Milk Company. The city owns and has greatly improved its municipal light plant and water works.

### The Inception of the Building Project

The project of erecting a new school was taken up in 1921, and again in 1926. Little action was taken in the following years on account of the depression. In 1933, however, with the advent of PWA, it was decided that the time had come to submit the matter to the people. The district then faced the same problem that many Illinois communities sought to solve during the past twenty-five years. Should they erect a new high school and use the old building for a grade school? Or should a township-high-school district be organized, creating two separate and overlapping educational districts? Or should the district build an entirely new school, housing a kindergarten and grades one to twelve? A study of the situation reveals the fact that, if the old building were retained, a large sum would have to be paid out every year to keep it in good physical condition suitable for occupancy. Since maintenance was increasing each year because of the rapid depreciation of the building, this was deemed inadvisable. The study also revealed that the school district could build a high school and a gymnasium and add a unit for the grade school as cheaply as it could build a separate high school and gymnasium and maintain the old building.

The old school building had been erected in the center of town, on a plot of ground originally meant to be used as a public square. The problem of a suitable site became almost as important as a new building itself. Study further revealed that the district could, by a favorable vote of the people, with the aid of a federal grant, acquire a better site and erect a modern school, including all grades from the kindergarten to grade twelve, with a suitable gymnasium, laboratories, and equipment for a modern educational program.

The first step was to determine the educational requirements of the community and to employ competent architects who could interpret them in terms of the most suitable type of an educational plant. Two local architects, graduates of the Highland school, were employed for this work, and a formal application was made to the Federal Administration of Public Works. As soon as the project had been approved by the Federal Government, the proposition of erecting a schoolhouse, of issuing bonds, and of purchasing a new location was submitted to the voters. At an election held on February 24, 1934, the commu-



A view of part of the corridor in one wing of the Combination High and Elementary School, Highland, Illinois.



nity voted to erect a new schoolhouse and to issue \$157,000 in bonds.

A ten-acre site on the southeast edge of the town and formerly used as a golf course, was immediately bought. The erection of the new building was begun October 15, 1934, and was completed in the following summer so that the building could be occupied September 15, 1935.

The total cost of the plant, excluding legal and architects' fees and the cost of the ground, was \$211,915. Of this amount, the local district contributed \$157,000, derived from the sale of the bonds, and the Federal Government gave a grant of \$64,400; the balance was derived from a premium on the sale of the bonds, accrued interest, and \$3,000 in gifts.

### The Building

In planning the building, the following principles were adhered to:

1. The line of demarcation between the high-school and the elementary level must be broken down so that the complete education of the child can be considered as a continuous whole.

2. All teachers selected to fill vacancies must have a minimum of four years' preparation in a university, college, or teachers' college and be placed in charge of either grade- or high-school classes, or interchanged, in keeping with their ability and training.

3. A single-salary schedule should be developed as soon as possible to attract good teachers to any grade or type of position.

4. All physical-education facilities and laboratories should be utilized by all grades from the kindergarten to grade twelve.

5. The efficiency of all rooms and laboratories should be studied so that they can be used to the fullest extent. Lack of flexibility and narrow specialization are to be avoided.

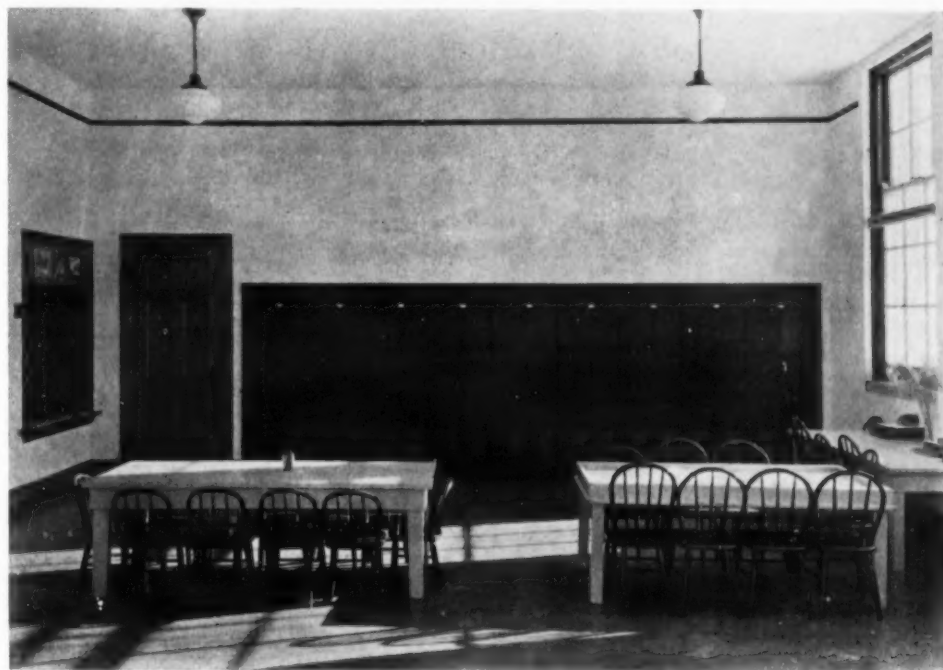
6. The building must be fireproof or fire-resisting. No substitutes which would weaken the structure should be considered. Enough alternates should be allowed to make possible the letting of a favorable contract.

In planning the new building, an effort was made to avoid mistakes which had been made in buildings erected in previous years, and which might add to the annual maintenance cost. The gymnasium-auditorium was constructed large enough so that it would answer the needs of the community for many years to come. The heating plant has a capacity that will take care of a building almost twice as large; in fact, during mild weather, one of the boilers is used one week, and the other the next week. This practice enables the engineers to clean one of the boilers while the other one is in use.

The grade- and high-school units have been so arranged that classrooms may be added, without affecting the appearance, or the balance of the structure as a whole. The building is well oriented. It faces the northwest on a ten-acre site, which has an unusual angle of 66 degrees at the front. Two driveways laid out by the architects, make it possible to drive close to the building and yet not cross the sidewalk which is used for the main entrance into the building. Upon completion of the building, a WPA project was initiated to landscape the site, to surface all-weather playground located behind the rear grade-school entrance, and to build a bicycle rack and shed. Material for these projects was salvaged from the old abandoned school, which had been torn down as another WPA project.



*Gymnasium, Combination High and Elementary School, Highland, Illinois.*



*A portion of the kindergarten of the Highland Public School, Highland, Illinois.*

The building is a two-story structure, with a limited basement area for the boiler room. It is heated by means of low-pressure down-draft steel boilers. Classrooms and auditorium are heated by unit ventilators, controlled by pneumatic thermostats. Entrances, offices, and noninstructional areas are heated by radiators.

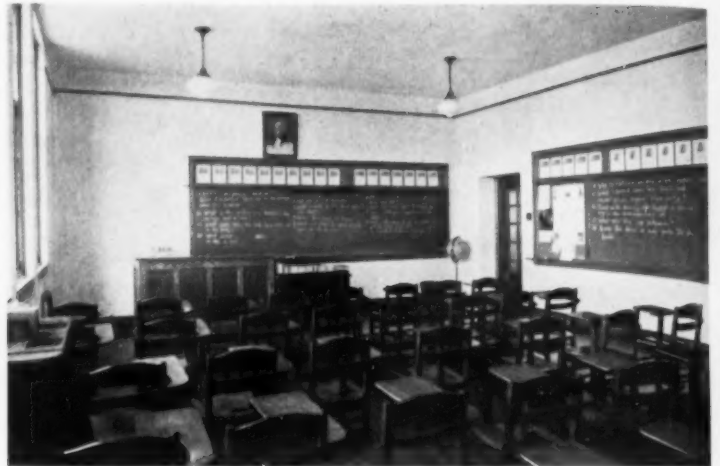
The exterior of the building is faced with buff brick, set off by gray Bedford limestone. Entering the foyer at the main entrance, you arrive in the center of the building from the point of view of accessibility. The wing on the northeast houses the high school, and the wing on the southwest the grade school. The foyer contains a built-in trophy case, ticket offices, and two rest rooms. These rooms are ventilated by bringing air from the foyer

through grilled doors into the rest room, and exhausting it by a fan through ducts leading to the roof.

Wardrobe equipment, fabricated in steel, is installed throughout the school. In the high-school section, the conventional type lockers were recessed in the corridor walls. Each student is assigned to one individual locker and each locker is provided with a built-in, master-keyed, combination lock, so that the lost-key problem is definitely avoided. In each classroom in the elementary-school section, including the kindergarten, steel wardrobes, with simultaneous door control, have been recessed in the rear walls of the rooms. The opening and closing of all wardrobe doors is automatic, with the operation of one pair of mas-



*Industrial Arts Shop, Combination High and Elementary School, Highland, Illinois.*



*Junior High School Recitation Room, Combination High and Elementary School, Highland, Illinois.*

ter-control doors. As a result of this door-control feature, the teacher or a monitor, has complete control of the wardrobe problem.

Air in the rooms is withdrawn through a grille in the base of the wardrobe, which passes beneath and behind the unit, and is expelled by means of a conventional type of exhaust duct installed in the recess.

In compliance with standard practice today, blackboards were not set on the back wall of the rooms but have been limited to the front and side walls.

#### The Classrooms

The classrooms of the Highland Public School in both the grade- and high-school units have been planned with certain objectives in mind. All rooms have been made large enough so that a maximum number of students can be accommodated. As an illustration, the Lincoln-type table is used in the science laboratory so that it may be used for English, bookkeeping, or any other subject when not in use as a science laboratory. Two library and study rooms are provided so that this type of room may be utilized for home-room programs, study, research, or club activities. The kindergarten, which holds sessions only in the morning, is so equipped that it may serve as a laboratory for remedial reading groups in the afternoon. The cafeteria is planned and equipped in such a way that it may be used as a study hall, for homeroom programs, or glee-club work, besides serving as a cafeteria during the lunch hour.

The gymnasium, which is used for physical-training classes and athletic games, may be quickly transformed into an auditorium, by the use of folding chairs, stored in compartments under the bleachers near the edge of the playing floor. The stage, which is at the end of the gymnasium, is large enough to accommodate large musical units such as glee clubs, bands, and pageants, as well as class plays. This is made possible by the use of a reducing cyclorama and a concert curtain, which is located about 8 feet back of the proscenium curtain. It is possible to reduce the stage from a setting of 50 by 25 feet to one of 25 by 25 feet, or 50 by 10 feet. Adequate dressing-room space is provided in small rooms on both sides of the stage, or the athletic dressing rooms, located under the bleachers on each side of the gymnasium may be used.

All classrooms are provided with adequate slate blackboards and cork bulletin boards with tack space above. The orientation of the

building gives it almost perfect lighting during the daytime, so that electric lights are seldom used, but the latest type of electrical fixtures are provided for use should it become necessary.

Oak woodwork and doors are used throughout the building. The "school brown" color scheme is used in the classrooms, the corridors, and the gymnasium. In the corridors, a wainscoting of yellow brick as high as the lockers is used for the protection of the wall. Steel cabinets and files are used throughout for storage. Each classroom is provided with adequate facilities for gas, electricity, or hot or cold water, where their use is necessary for classroom instruction.

The floor of the foyer, restrooms, entryways, stairways, and baseboards are terrazzo. All corridors are covered with battleship linoleum, flanked by sanitary terrazzo base. Classroom floors are made of concrete, troweled smooth and painted brown. The floors are offset below the corridor floors so that battleship linoleum or tile may be added at a future date. The steel-bar-joist type of construction is used for all floors and ceilings. All floors are cleaned with a portable vacuum cleaner and dust mop. The surface of all floors is maintained by using a liquid wax and polishing machine.

In the high-school unit are a sewing laboratory, a foods laboratory, the superintendent's office, a vault for permanent records, an agriculture laboratory, a science-recitation room, a science laboratory, a mathematics room, a history and foreign language room, an English room, two commercial rooms—one for typing and the other for bookkeeping, separated by a glass partition—an industrial-arts shop, a large study hall and library, and the high-school principal's office adjoining the library. The laboratories of the industrial-arts and home-economics departments are so situated that they may be used by the students of the sixth, seventh, or eighth grades.

The grade-school unit houses a kindergarten room, classrooms for grades one to five, and rooms for mathematics, English, social studies, and science. These special rooms are intended for the departmental use of grades six, seven, and eight. A bookstore, a clinic room, and a cafeteria are also located in this unit, but are accessible and used by the students of all grades. A faculty restroom is provided for the use of all members of the faculty. The cafeteria is equipped with linoleum-covered tables and steel chairs. It has a seating capacity of over two hundred. Food is pur-

chased at a serving and steam table. The price of all items is five cents, with the exception of a plate lunch, which includes a drink, for fifteen cents. The planning of the menu is supervised by the home-economics department, but a full-time cafeteria manager is in charge. Student help is used to supplement the full-time help. A copy of the menu for the coming week is posted on each classroom bulletin board on Friday. As the roll is taken each morning, the teacher takes the orders of those people who are planning to eat in the cafeteria that day. These orders are sent to the office with the attendance report and are in turn transferred to the cafeteria. This plan assures maximum service, at a minimum cost.

A bookstore is provided for the sale of textbooks used in grades one to twelve. Books are sold at cost, plus a charge for transportation and handling. A book exchange is also conducted for used books.

The building has grown out of a careful study on the part of the architect and the administrative officers of the school. Designed for the purpose of administering to the educational needs of a complete twelve-grade-unit program, it is one of a few schools in the State of Illinois which has been planned to offer equal educational opportunities to all the pupils of the district, irrespective of grade placement.

The district appreciates the help and supervision given by the Public Works Administration. The board of education consists of seven members: Mr. Leo Ammann, president; V. H. Koch, secretary; Dr. E. E. Hermann; Dr. R. E. Baumann; Mrs. Laura Lory; Louis Siegrist; and B. D. Tibbetts. During the period of construction, two members of the board, C. F. Rawson and Edward Stoecklin passed away. They are succeeded by V. H. Koch and B. D. Tibbetts.

Knoebel and Pabst, Highland, Ill., were the architects.

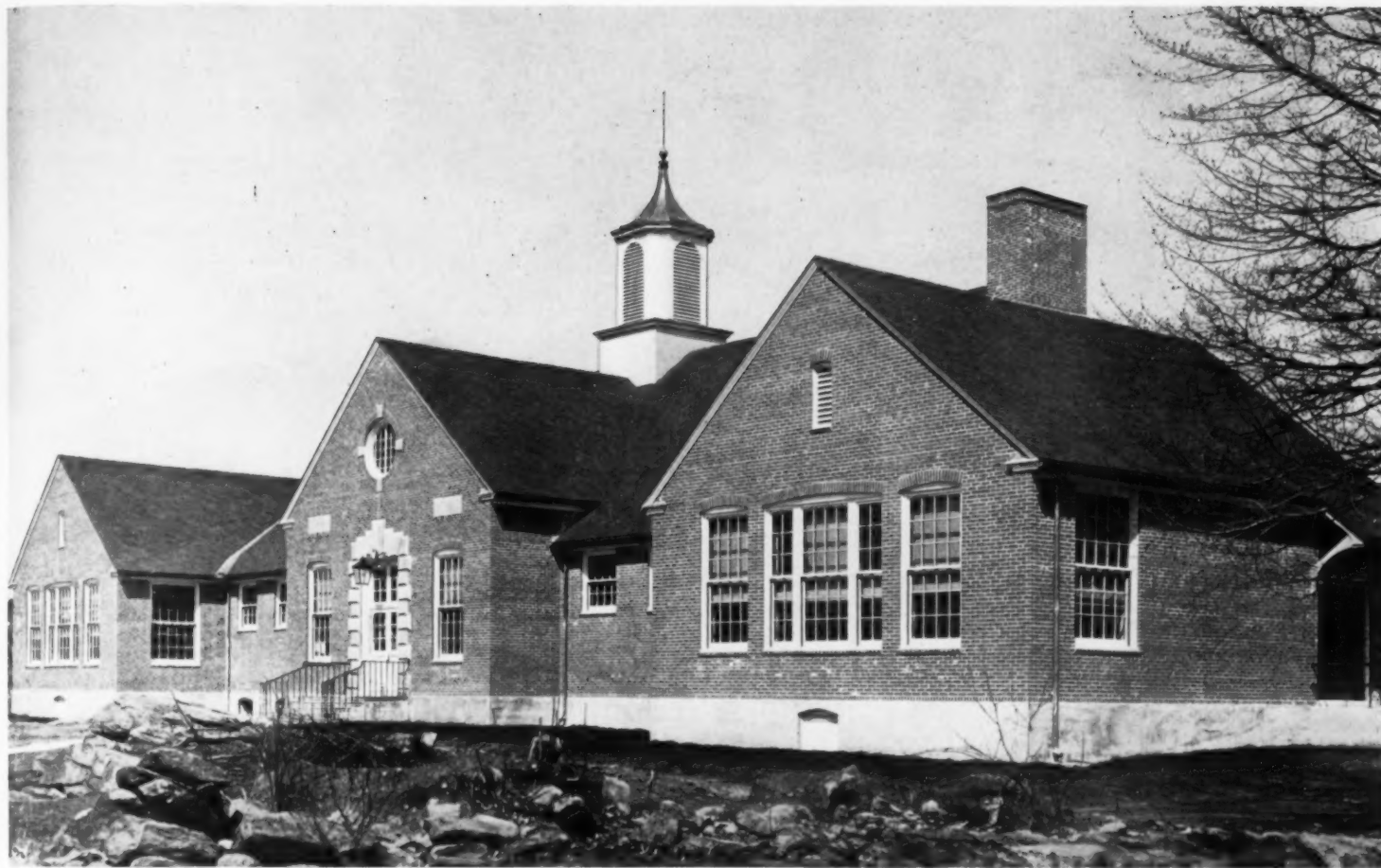
#### MR. HALSEY RETIRES

Mr. R. H. F. Halsey retired on March 31 from the position of deputy superintendent of school buildings for the board of education of New York City.

Mr. Halsey who is a registered architect, entered the service of the Bureau of Buildings thirty-one years ago as a draftsman. He has successively held the positions of drafting foreman, chief draftsman, and deputy superintendent. During the past ten years he has been in executive charge of specifications and contracts and has carried on the extensive relations work with the federal authorities. Mr. Halsey has taken a large interest in schoolhouse planning and improved standards of construction. He has been an active leader in the National Council on Schoolhouse Construction and was its president in 1935.

He is making his home at Newton, Conn.





General Exterior View, Harmony School, Gloucester, Rhode Island.— Albert Harkness, Architect, Providence, Rhode Island. PWA Photo.

### A NEW ENGLAND EXPRESSION OF RURAL-SCHOOL COMPLETENESS, THE HARMONY SCHOOL, GLOUCESTER, RHODE ISLAND

The nineteenth-century conception of a four-class school building was that of the most compact possible arrangement of four boxlike rooms with the necessary entrance, a minimum corridor, and perhaps a small office fitted into an otherwise wasted area of the corridor.

The newer conception of a four-room building, as represented by the Harmony School, erected in the town of Gloucester, near Harmony, R. I., is a radical departure from the older type of four-teacher school. It involves not simply four classrooms, but there is ample arrangement for toilets, an office for the principal, a teachers' room, a large lunchroom that serves social and informal study-group purposes as well, and space for indoor play in the basement. In addition, two rooms may be thrown together for assemblies, and the building has been planned for enlargement.

The Harmony School building was designed by Albert Harkness and Everett Higson, of Providence, R. I., associate architects, and the preliminary studies from which the architects developed their plan, were made by Mr. C. W. Mitchell, superintendent of schools for the town. The

building was planned in the summer of 1934, and contracts were let late in the fall of the same year. The construction was completed in the spring of 1935 and the building was opened in September, 1935.

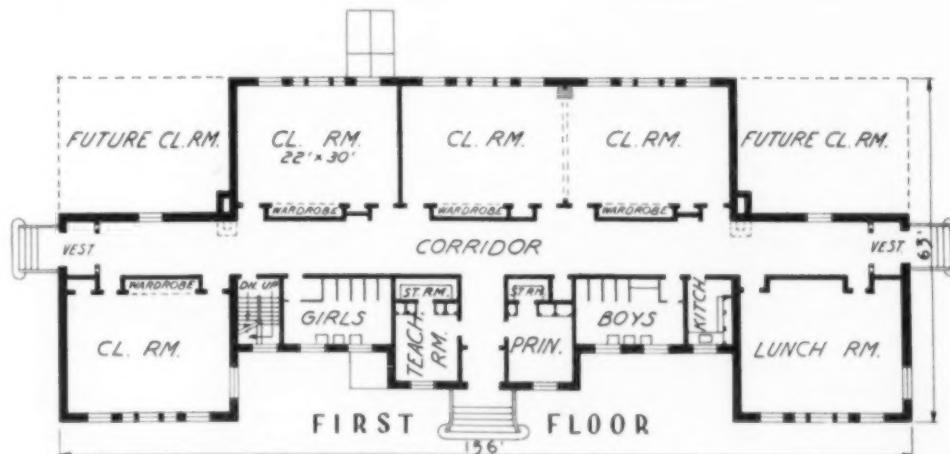
The cost, including the construction, the site, and fees, etc., was approximately \$45,000. The additional sum of \$2,000 was spent for partial equipment. A 45 per cent grant was received from the PWA.

In its exterior design, the building follows local Rhode Island Colonial precedents. The exterior facing is selected

common red brick, and the trim is cut limestone and pine. The corridor walls are tile, and the floor and roof framing are wood. All the rooms on the main floor have plastered walls and nonflammable acoustical ceilings. The classroom floors are maple, and the toilet-room floors, as well as the floors in the basement areas, are cement. The classrooms are fitted with natural slate blackboards and cork bulletin boards. Trim and built-in cabinets and wardrobes are hardwood.

The heat is provided by means of a

(Concluded on page 115)



Floor Plan, Harmony School, Gloucester, Rhode Island.— Albert Harkness, Architect, Providence, Rhode Island.





# Sense or Sentiment

Brooke W. Hills

## NEW DOCTRINE FOR MONROE — XXVIII

### I

"Fifty thousand dollars!"

Yes, indeed, it *must* be true; for that is what Berkins in the Building and Loan said last night, and everybody knows he's running for the school board, and a crack like that isn't going to help *him*, any. And that's the thing some of the men in the National Bank say; and surely, *they* must know what they're talking about. . . . Fifty thousand dollars tuition money at least, and maybe a whole lot more in sight, depending entirely on the number of out-of-town pupils who might ordinarily be expected to enroll for the fall term at Monroe High School. . . .

"My goodness, that's an *awful* pile of money." . . . It is!

Fifty thousand dollars: a tidy sum to have coming in yearly, no matter whether the school district be large or small. No, not profit, this tuition money, of course; but surplus enough to pay a substantial rental charge and to assist materially in the retirement of construction bonds, decidedly enough to make worth while the original erection of a building much larger than necessary to meet Monroe's own pupil requirements. Good business, this; fine business, as long as the school busses continued to draw up daily at the curb with their tuition-paying boys and girls, just as long as these sending boards mailed checks the first of each month to be entered to the credit of the Monroe Board of Education.

"But what's going to happen if these children are taken out and sent to another school?" . . . Ah, that's quite a pertinent question!

Good business, now, to be sure; but, correspondingly plain financial suicide for this district and its taxpayers, should they elect to throw away this revenue and choose to raise aloft the new banner unfurled by that shallow-pated crowd at the firehouse — with the home-made slogan, "Monroe fer Monroviens." . . . A catchy slogan, this; something that rolls easily from the tongue: fine words to fit the music of those brazen political tom-toms, sounding and resounding up and down the streets in this so-called community of happy, peaceful homes. "Monroe fer Monroviens," — quite an inspiration, Mr. Tibbs. Looks very nifty, doesn't it, in those black letters one can read a block away on the sign sprawled across the front entrance of the headquarters of the South Monroe Hook and Ladder Company. Yes, Editor Short, here's one more snappy slogan for your masthead in *The Item*; nail it up along with your other catchphrases, which read so well, but which have no more substance of fact than the fast-flying phantoms of an early morning mist.

"Monroe fer Monroviens!" One heard it over the back fences down on Second Street; one heard it among the "Co-Workers," those habitually discontented devotees of the 7:01 train; one heard it in the anteroom at the lodge while the officers were studying up fine points they had kinda missed up on, last initiation night. One heard it here and there, a perfectly swell slogan, this, as the Man-on-the-Street dubbed the creation offered the good cause by Mr. Henry Tibbs. Yet, there were those other Men-in-the-Banks who shook their heads and spoke warningly of expensive slogans.

"Fifty thousand dollars" measured against a "Monroe fer Monroviens." The choice is there for all Monroe to make. A silly, silly proposition; anyone can see that. . . . "What's the matter with you, Bill Haines? D'ye want your tax rate h'isted up 25 points on you, while you're voting to keep Monroe all sewed up so tight *nobody* can get in with a shoehorn to spend a little money? I'm surprised at you, Bill Haines; I really am." . . . Yes, Monroe might be preserved safe for Monroviens — *but!* There was that virtual ultimatum presented its voters by Manley A. Anderson, president of the very rural school district of Lutherville, and by the seven other Manley A. Andersons from the seven other very rural sending districts, all the way

from Morsetown on the south to the embattled ramparts of Irish Hill on the north: change your school board, if you wish; get rid of Smith B. Hamilton and all his works, if it please you — that's your business; but hereafter it will be your job to pay the bills, your job alone. Take your choice. . . .

. . . Bill Dobson smiled grimly as he listened to Anderson's deliberate voice and turned away from the telephone: "They'll keep *me* out of Monroe, will they!" . . . Some ultimatum you suggested to all those sending boards, Bill Dobson. It was a long, long time in coming; it took a long time to bring this Daniel to justice, but you found the last turn in this maze, Bill Dobson; you pointed it out to Anderson and the rest of your friends. . . . At long last, Monroe was about to catch it for its sins. . . .

Yes, *any* voter should know what to do with this ultimatum staring the town in its face; and yet,

"S'pose that there Anderson who thinks he's so *gosh* darned smart, but anybody who has got a single brain in his head knows this feller hasn't any more sense than this lunkhead, Hamilton," as Janitor Atkins heatedly remarked during a lively meeting of the boys down at the firehouse. "S'pose this Anderson *has* been cute enough to get the rest of his gang lined up, so's they'll take their kids outa school the way he says they're a'goin' to, if we don't give Benkert and all the board a mortgage on the place fer the rest of their lives; s'pose he *has*? D'ye think poor Jack Tyrone's a'goin' to feel so bad he won't never get over it? No, sir; he'll say it's about *time* they got kicked out, and mebbe it'll learn 'em a lesson that'll stick fer awhile. Yuh hadn't *thought* about that, *had* you, Andy?"

"That's right!" agreed Mr. Lumpkin, shutting off with the word the disgusted remonstrance which rose to the lips of the harassed Editor Short. "I been doing a *lot* of thinkin' lately; and I don't take too much stock in us going to lose all that fifty thousand dollars. It don't make *sense*. Now, f'r instance, it stands to reason the more kids you got hangin' around the school and pesterin' everybody, the more it's going to cost us taxpayers. You got to have *teachers* enough to go around, ain't you? *Somebody's* got to pay fer them, haven't they? There ain't no gettin' around *that* argument, is there? Not so fur's I can see. I'm a' going to vote fer Merkler and Berkins and Tracey."

"An' me!" hastily reminded Mr. Tibbs.

"An' you, o' course," continued Mr. Lumpkin with a hurt look at this delicate intimation of a possible somewhat wobbly loyalty. "I was asavin' up the best to the last fer you, Henery; I'm in favor of *kickin'* 'em out, the whole kit and kaboddlle," fiercely concluded this lucid thinker.

"Sounds good an' logical to me," observed another. "How does it strike *you*, Brother Short?" who made satisfactory reply by observing there was something very mysterious about the whole business, and especially Hamilton.

"Who's a'runnin' this town, anyway?" demanded another. "Us or them?"

A tough one to answer, indeed, and a subject of hot debate; for among these outspoken local patriots, one could find plenty of citizens with souls so dead that they agreed with Berkins and Doc Kern and Merkler and all the rest of the Citizens' Protest Committee it wasn't half so important, *who* was running the town, as it was to know where the money was coming from *to* run the town.

And so it went on, day after day, as it has gone on from time immemorial in all these Monroes; and the ultimatum of fifty thousand dollars became so inextricably entangled with the slogan of "Monroe fer Monroviens" that more than half the town forgot the real issues, and came to believe the two were one and the same thing; a large part of those remaining didn't know and didn't care, because they were too busy arguing the merits of Smith B. Hamilton as compared with Jackson R. Tyrone to have any interest, whatever, in anything else. And there were

mass meetings, and more handbills were issued; and Mr. Tibbs eventually managed to make his speech to his own great satisfaction and that of Mr. Harry Wilcox, who had knocked off from his duties in his gent's furnishing store in the city early enough to attend this long-awaited event. Mr. Wilcox spent a most enjoyable evening, entertaining himself—and most of his neighbors—with very audible comments on the speech as it progressed, and with frequent outbursts of applause. Whether these personal evidences of profound satisfaction were prompted by the remarks of Mr. Tibbs or by his own, we do not know; and frankly, it makes no great difference, a circumstance which Mr. Wilcox, himself, very generously conceded in answer to a pointed question propounded by one inquisitive member of the audience, following one of these extemporaneous contributions to the evening's entertainment.

But while Monroe was busily engaged in carrying on this campaign in its own inimitable fashion, and while on every side were plainly to be seen these indubitable earmarks of the contented, progressive spirit of its citizenry as mentioned regularly in each issue of *The Item* by the professionally optimistic Editor Short, behind the scenes there was plenty of activity of much more consequence, known only by a comparative few.

## II

It will be noted that we have said very little of Hamilton's movements during these last few days of pre-election strain and stress. The fact is, there was very little he could do, other than trudge his way through those long, long hours of bitter loneliness. Save for Miss Ross, whose troubled glances more and more left the work at her desk to follow with sympathy the young man who had taken up so confidently the heavy load of Monroe but a few short months before, who had then contemplated so easily the installation of a New Doctrine in this oft-tormented community—save for her and the drawling-of-speech-and-movement, Peter Barron, there were few indeed of his daily associates in the schools who still flocked with him. True, these were cordial enough; more than ever, or so it seemed, there was manifest a uniform spirit of friendly co-operation. There could be no possible complaint on this score, nor had there been, even before Tyrone's dismissal. And anyone, even the most unfamiliar with the daily routine of the school, would have recognized at a glance that here was an organization, easily and smoothly functioning, constantly growing stronger as time slipped past.

But there were noticeable little differences apparent to the daily more sensitive Hamilton . . . the "Sorry, I've got to hurry along," instead of the former pleasant, leisurely, little after-school chats at the corner or on the steps of the building; the feeling of a startled restraint, the sudden sharp pause and change in the conversation, following his entrance to the men teachers' room—there were but two out of many, almost imperceptible changes in attitude which the wearied Hamilton saw, or thought he saw, pushing their new courses about him. Puzzled at first, then surprised and hurt at these fair-weather friends; yet . . . "Mustn't blame them too much; they've got their own jobs to hold; have got to be ready to jump the right way, as soon as they know who's elected to the board. I suppose they feel they can't afford to be known around town as being overly friendly with a superintendent who may be fired. Makes me feel bad, though." . . . Hamilton mentioned this to Peter Barron one afternoon, intimating that there was no reason why Barron should be drawn any further into these evertightening coils. This young gentleman said something pretty brisk under his breath by way of answer, totally forgetting for the moment the presence of a scandalized Miss Ross, whose indignation mounted even the more rapidly as he promptly said it right over again—and twice as loud; he was still trying to explain matters an hour later and in a different place. . . .

Little things, we have said. Yes, but there were those straws, and those last straws. . . . The young man who came to his office one morning, with a letter of introduction from an old friend in that so-remote-in-time Roseland: "I am asking you to give him the benefit of your kindly interest; we all know how you've gone ahead in your chosen work. . . . I know of no

one who can better advise from personal experience. He does not know whether he should take up teaching for his lifework, rather than go into a good business opening which will eventually come his way. . . . I suppose there *are* little things which come up in schools once in awhile to pester a man. . . . Please be frank with him." . . . Frank with him! Frank with this bright-faced stripling with all the world before him? . . . Ah, feet of clay! Those gods he had set up in his high and holy temple, short years before. . . . *Frank with him!* . . .

Or the thought that went racing through his confused mind in those early hours between darkness and daybreak, "But the town *won't* turn down Benkert and Towson and the others; they can't! All they have to do is to think, to think for even the shortest second. Why, *look* at the consequences: the school torn apart, half the pupils withdrawn, thousands and thousands of dollars thrown away. They'll *never* do it; it's unthinkable, ridiculous. We'll win this election." . . .

Yet, there was that conversation in the seat behind, one night on the way home from the city, "Yes, it's a sorry mess, and awful bad for the school, no matter which side wins." . . . No matter which side wins! What does he mean? . . . "Sure, I wouldn't be at *all* surprised if the board pulls out on top; I rather think they will, and I'm going to vote for them, anyway. Just between you and me, I don't believe Merkler and the rest of the opposition want to win. I'm told, and this *is* absolutely confidential, that they saw this man Anderson a couple of days ago." . . . The voice died away to an undistinguishable murmur . . . and then, "You've heard the same thing, yourself? I guess it must be so, all right enough. But everybody's looking for a little peace after all this commotion; and unless I miss my guess, no matter who wins, this new man, oh, what's his name? Hamilton; yes, *that's* the man. Well, no matter what Benkert says, he knows darned well there won't be any peace until Hamilton's gone, too. . . . Yeah, the board'll be re-elected, easy enough. That'll bring Anderson and his crowd back and save the tuition money; then, some way or other, Hamilton will be quietly eased out, maybe into a better job, maybe some other way. With him gone, Benkert and Merkler can easy get together. . . . Good politics? Yes, I suppose so; but sort of hard on Hamilton. . . . They say he's a nice fellow. . . . No, I don't believe I ever saw him, either, but I know the children are strong for him. . . . Yes, it's the same old story; *somebody's* got to be the goat. You know what Merkler's like when he makes up his mind. . . . No doubt about it; Hamilton'll have to quit, no matter who wins" . . . the voice trailed away. . . .

"Will have to quit, no matter who wins." . . . I hadn't thought of that. . . . I wonder if Benkert feels sorry for me; why, I wonder if that's why he and the rest of the board have been so decent the last few weeks. . . . I was *sure* they liked me. . . . They won't have to say anything to me more than once. . . . I can get another job. . . . Why, I thought they *liked* me, and instead of that, they're just sorry for me. . . . There's the light in the living room; I'll whistle so she'll think everything's all right; don't want her to know how down I am. . . . Oh, darn, darn, darn." . . .

. . . You suppose "there are little things coming up once in a while to pester a schoolman?" . . . Old Times, *you* know and I know that these Jordans of our's are deep, deep rivers to cross. . . . And this Smith B. Hamilton was a decent young fellow, not tempered and hardened in the fires of long experience as you and I are . . . just a decent young fellow, guilty only of doing a good job in an impossible situation—and leaving a soft berth for his successor . . . when once Monroe had met at Armageddon, and had finally "*got the scrap out of its system!*" . . . There *are* these Monroes. . . .

## III

Hamilton turned at the door.

"Thanks again for your confidence, Mr. Anderson. I think the board will pull through in this election."

"I hope they will," said Anderson, rather dryly.

"And if they do, you'll keep the children in Monroe, after all?" More hesitantly, "You realize I'm asking you to do this for the school, not for me."



"That's about the size of it." Still more dryly, "I have thought right along that Merkler and the rest of his crowd can figure just as fast as we can. It's up to them."

As Hamilton went down the steps toward the road, "After all, the only thing we people want is a little peace and a good school. You've given Monroe a good school, Mr. Hamilton; and now" . . .

"And now what you sending districts want is a little peace."

"Exactly. You've done your share to date; I feel sure you always will."

"That's precisely what I'm planning," replied Hamilton. And he was gone.

But Mr. Manley A. Anderson didn't know, couldn't possibly know, what was in back of that statement. . . . He stood watching the car until it swung around the bend and was lost in the distance. . . . "There goes a very fine young man," he reflected. "I wonder" . . . He stepped back swiftly into the house.

And Mr. Smith B. Hamilton didn't know, couldn't possibly have known, that there was quite a gathering in Anderson's living room during the evening of the same day. It was called very suddenly; people were present, all the way from Morsetown on the south to Irish Hill on the north . . . Berkins and Merkler were there . . . by special request.

#### IV

In Chapter 59, Section 1, of the Public School Law of the state in which Monroe is situated, we read the following:

"The polls shall be open from three in the afternoon until nine in the evening, and as much longer as may be necessary." . . .

#### Annual school election!

An auditorium closed for school use from noon on . . . janitors, hastily setting up the canvas booths, the flimsy fence with its guide ropes . . . tables, piled with registry books, numbered ballots, score sheets, freshly sharpened pencils, ash trays . . . the ballot box on the table nearest the booths . . . early arrival of those always-to-be-found persons who like to help with the election, who enter the names as they are called by the watchers, who sit facing the voters as they enter the hall and come down the middle aisle . . . the three or four board members who get away early from work, who cast their ballots, who ask how many votes are already in; and who spend the rest of the time in conversation among themselves about who knows what, occasionally greeting with a jovial remark the appearance of some acquaintance who invariably answers with anyone of the fifty-two election wisecracks known to every well-informed school superintendent . . . lull during the supper hour, followed by the early evening rush . . . the growing crowd in the body of the auditorium, ready to spend the rest of the night, if necessary, in "seeing it through" . . . the occasional uneasy candidate, trying to pudge from the faces of those in line what names they will mark with the "X" at the left—a "plus" in the same square will do equally as well. Parenthetically, the more uneasy a candidate, the more doubtful he may be of his success, the more he tries to seem unconcerned, the louder is his ready laugh . . . a gradual slowing down of the steady stream of voters . . . frequent glances at watches—"time's pretty near up, boys" . . . last call for those who wish to vote . . . the closing of the polls in the stentorian, calmly dignified voice of the chairman for the evening . . . tellers, rising to their feet, the preliminary shake of the ballot box, as the scorers wet their pencils and bend over the carefully ruled sheets, prepared for tabulating.

An old, old story, gentlemen; just another election to you, to be soon forgotten as you go to work tomorrow morning . . . but not your bread and butter; not your home, your children's education, your ambitions of a lifetime, inexorably piled in a packing box with its four-inch slot across the top—not your own personal destiny, mayhap, to be read publicly slip by slip, while those willing-to-help scorers sit there, putting down on paper the story you must tell your wife when you return home. . . . "I suppose there *are* those little things in schoolwork that come up to pester a man once in awhile." . . .

All eyes on the teller who opens the first vote to be read, "Ballot!"

The scorers' pencils shoot back to the beginning of the line. "Benkert," and down go the first diagonal marks. . . . Regular ticket, boys—this one.

"Perry; Towson." Two more marks.

"Tibbs." . . . Gosh, *that's* funny; split ticket, and for him!

"All appropriations . . . yes."

Observes the wag in the crowd in the oldest school-election jest on record, "Have to give *somebody* the chance to spend the town's money!"

"Benkert, Towson, Perry . . . Tibbs." Why, there he bobs up again! What on earth,

"Merkler, Berkins, Kern, *Tibbs!*"

An hour has passed, and another hour of this counting is nearly exhausted. . . . Getting down to the bottom of the pile . . . won't be long, now . . . last one . . . ballot box empty, and shaken upside down to prove it . . . tellers offer lights for their fresh cigars . . . scorers compare notes, and eventually sit back and smile at their friends who have waited it through . . . an important clearing of throat by the chairman, his reading of the summaries, his final declaration,

"I declare elected to the Board of Education for full terms," . . .

Hamilton mechanically glanced up from the envelope on which he had marked the final results,

"Messrs. Benkert, Perry, Towson . . . and *Tibbs!*"

. . . Yes, Tibbs; Henry Tibbs. Tibbs, the illiterate; Tibbs, the unshaven; Tibbs, with that ridiculously trite campaign speech—Henry Tibbs, if you please; the last man on earth one would pick to win, but now regularly and duly elected a member of the Monroe Board of Education: Henry Tibbs, standing before all Monroe, chosen for the school board. Chosen, with the largest number of votes received by any of the nine candidates!

. . . Possibly we have not yet suggested that many towns in this broad democracy of our's have a very peculiar sense of humor. *Very* peculiar—and sometimes, *very trying!*

#### V

"And now, Henery," observed Mr. Lumpkin at the gathering of the boys down at the firehouse the evening following the election. "It looks to me, Henery, as if you have got your work cut out for you in gettin' them there points goin' good which was in the circular we got out which got you elected by a smashing victory."

It may well be that the hesitancy displayed by Mr. Tibbs in making answer to this well-expressed remark was due to the natural caution, said to be characteristic of a prudent man already bowed down by the responsibilities of a new and exalted position. It may be that Mr. Tibbs—and this supposition is well-taken, we believe—needed about five minutes to get the full purport of Mr. Lumpkin's contribution through his head; or it may be that during the day something had happened which had finally crystallized certain strange ideas lurking for some time in the back part of his mind. Whatever the reason, Mr. Tibbs finally answered, appropriately enough by quoting from his late campaign exhortation,

"O' course, these and many other items will have to be given a great deal of careful and intelligent thought."

"Now, wait a second, Henery," remonstrated Mr. Lumpkin. "Why in Sam Hill have you got to set around a spell, thinkin', when you know everything you're elected to do is just as plain as the nose on your face."

"That's right," said another. "What we're a'tootin' fer now is a little action, startin' in by getting rid of Hamilton just as tight as you can jump."

"An' don't forget the rest of his gang while you're house-cleaning," reminded the gentleman who was known as being very deep. . . . Murmurs of approval about the room.

"I know how tickled poor Jack Tyrone will be to get back," commented Mr. Lumpkin. "He's makin' good money down at the stone quarry, but he says it ain't no place fer a man of his education, and it ain't; an' it makes him all-fired mad, because his wife says he's right where he had ought to been the last twenty years; an' seein' he ain't had no luck drillin' it

into the kids' heads at school, mebbe he'll be luckier a'drillin' away at them big rocks down there."

"They couldn't be no harder than the kids' heads if they busted their backs tryin'," observed Another, having given this interesting subject his best thought. "Look at the way they been a'cuttin' up the last ten days; why, there ain't been no livin' with 'em." . . . Violent confirmatory nods of heads from one hundred per cent of parents present.

"That fellow Barron was at the bottom of *this* cussedness!" snapped Mr. Short, who had been doing a bit of private gumshoe work.

"By Judas, Henery!" exclaimed Mr. Lumpkin. "There's another feller you got to get after with a sharp stick."

"Hey, hold your horses!" broke in Mr. Tibbs, who was beginning to realize the proportions of the ambitious program outlined for him by his constituents. "I got only one vote, remember."

"You'd a' had more if Merkler and his bunch hadn't a'laid down on the election," disgustedly commented Mr. Lumpkin. "What's the matter with them fellers, anyway?"

"When candidates for high elective office are put to the acid test," began Mr. Tibbs, oracularly.

"Never mind that right now!" hastily interrupted Mr. Short, who recognized the beginning of a familiar paragraph. "The main thing is, you've got your hands full to get *anything* done. If only something would turn up to let Monroe see what decent people really think of Hamilton." . . .

He never completed the sentence. For at the instant, there

was a sound of running feet, a crash at the door; and into the room burst Janitor Atkins, breathless, hatless, his eyes almost popping from his head.

"Boys!" he gasped. "We got him! They've showed him up at last, what the town'd like to do to him!"

"Do to whom?" flung Short, grasping Atkins by the shoulder. "Here, man, speak up!"

Said Atkins,

"Hamilton! They've hung him in effigy from the high-school flagpole!" He sank into a chair, gasping for breath.

"Hamilton! Are you *sure*?" demanded the incredulous, delighted-beyond-all-reason Short.

"You bet I'm sure! I *know* it's true, because I seen it after it was took down!"

"Oh, my gosh, my gosh!" fervently exulted the editor. "Won't *this* go over big in *The Item* tomorrow! I'll have your name in, too, Brother Atkins." He was half way to the door. "Buy your papers early, boys; I got *my* night's work ahead of me!" . . . They heard the roar of his car in the street below. . . .

For the first time in the history of "beautiful, progressive Monroe," subscribers received at their "contented homes" the copies of the "weekly welcome visitor" — otherwise, *The Item* — in time for their breakfast coffee. Editor Short had certainly kept his promise of the night before.

. . . It was the cool voice of Benkert on the phone:

"Mr. Hamilton, can you get down to my office right away?"

(To be continued)

## The AASA Appraises Its Convention

The periodic gatherings of school people to discuss educational and professional problems have become a recognized institution. Their expediency and value are no longer questioned. The opinion is that they are, in the main, reasonably well planned and ably conducted, and that they are fully worth their cost as strong forces for bettering the schools.

The average delegate, nevertheless, may draw his own conclusions as to the merits of the convention program in which he has participated. He may have noted its weakness as well as its elements of strength. To voice timely and helpful criticism publicly and effectively is not within the province of the average teacher or school executive. He prefers to maintain a courteous reticence.

And yet the average schoolman is conscious of the fact that some programs are significant and others merely mark time, that the choice of subjects and speakers is not always so wisely planned, that he receives no adequate return for the expenditure of time and money which he (or his school board) has made. He knows also that speakers may violate the proprieties of the occasion and impose upon the patience and even intelligence of an audience. In fact, he may be conscious of many of the shortcomings of educational gatherings.

Program builders have not always surveyed the educational scene and chosen significant topics and competent speakers. Presiding officers have not always been happy in their introductions or held their speakers to a time schedule. The delegate who has attended a convention with application and interest knows, too, what mistakes and embarrassments might have been avoided.

And now the American Association of School Administrators, with a somewhat remarkable stroke of enterprise, has hit upon

the plan of subjecting its conventions to an appraisal, for the elimination of weak spots and for putting into effect suggestions for better convention procedures and more certain program construction.

Thus, an Appraisal Committee came into action at the recent New Orleans meeting. That committee, made up of five competent educators, was given a free hand to express its opinion on the character of the program, the peculiarities of the speakers, the hospitality extended by the convention, etc. It expressed itself fearlessly and openly on many phases of the New Orleans meeting. Here are some of its findings:

"The 1937 convention will be remembered for the gracious hospitality and splendid entertainment of the city of New Orleans. As a consequence, educational programs and results became of secondary importance.

"The choosing of a convention city should include such factors as housing facilities, transportation, meeting places, and accessibility to principal auditorium.

"It is recommended that members of the Department be more diligent in attending business meetings and in actually casting their ballots at all elections. It is further recommended that the administrative officers of the organization plan the business meetings with the definite thought in mind of securing the active co-operation and participation of the vast majority of members, especially whenever constitutional changes are being considered.

"It is suggested that the resolutions committees of the future recognize that only fundamental issues should be included in the resolutions. The Committee on resolutions would do well to exert more concern over the quality rather than the number of the resolutions presented. The committee should be appointed at a sufficiently early date so that its work may

commence at least three months prior to the date of the convention.

"Programs should be built so as not to exhaust the attention of persons attending the meetings. No one should be admitted during the course of an address and members of the audience should leave only at the conclusion of an address.

"Newspaper photographers should not be permitted to take photographs after a speaker has begun his address.

"It is recommended that the Appraisal Committee be continued. It is further recommended that the committee consist of nine members serving a term of three years each, and that the appointment of the next committee shall be made so that the terms of three members expire each year."

The Appraisal Committee gives expression to its views on the subject of speakers. Here are some of the paragraphs submitted:

"It is recommended that all speakers be assigned definite time limits, that these time limits be printed in the program, and that chairmen rigidly enforce the limits set. It is recommended that not more than two speakers be scheduled for any program.

"Acceptance of appointment on any program should be recognized as an obligation to render professional service, rather than as an opportunity to get before the professional public.

"The practice of having a substitute read the prepared paper of an individual assigned to a place on the program should not be permitted. It is recommended that the program be so organized that no speaker appear on more than two programs of the convention.

"It is recommended that a procedure be established whereby the younger members of the profession will have an increased oppor-

(Concluded on page 72)



# The IQ in Junior-High-School Administration

H. H. Ryan<sup>1</sup>

In the two decades which have gone by since the Intelligence Quotient was accorded a membership in the cast of the educational drama, it has played many varied parts. Our professional attitude toward the newcomer has passed through successive stages of amazement, worship, skepticism, and cold-blooded scrutiny. By the same psychology of haste which has given us "OK" instead of "all right," "exam" instead of "examination," and "flu" instead of "Spanish influenza," we have abbreviated the name to "IQ"; and who knows but that in time, as "OK" has become "Oke," "IQ" may emerge as "Ike" or even, in unguarded moments, as "Ikey Dikey."

As we have become better acquainted with this professional upstart, the contempt which proverbially goes along with familiarity had led us to take certain liberties with it. Some enthusiasts have tried to use it as an index of all desirable human potentialities. Some have felt that there should be a well-nigh perfect correlation between intelligence scores and school marks. Some have assumed that a boy who makes a high intelligence score should be able to learn anything more rapidly than those who make lower scores. And then there are others who thumb their noses at the intruder in scornful derision, and invite him to take himself entirely out of the picture.

## IQ as an Instruction Aid

It will be the purpose of this paper to discuss certain angles of what the IQ means to the junior high school as an aid to instruction in the light of recent thought and investigation. It is evident that in making such an appraisal we shall have to temper our enthusiasms as well as our antipathies, and avoid the error of wishful thinking.

Shakespeare has had something to say about the importance of constancy; and that indeed is a virtue which we have been anxious to find in the intelligence quotient. If we are to use the IQ for purposes of prediction, or of setting standards for individuals, or of long-time planning of curriculums for individuals and groups, we must be able to count on it to stand hitched and not to go beyond the sweep of a reasonably short tether. After you have planned a program of instruction for a certain group of bright pupils, let us say, nothing could be more disconcerting than to have the IQ's of those pupils stampeded up and down by all sorts of circumstances. If the IQ could be raised ten points by a course in elementary algebra, or lowered ten points by a package of cigarettes a day, it would pass from the list of profes-

sional considerations to be classified as one of capricious Nature's unaccountable phenomena, like the Aurora Borealis and the Wisconsin weather.

But fluctuations do show themselves. A number of years ago, as a part of the intelligence-testing activities of the University of California a number of pupils were labelled "superior." E. A. Lincoln reports the results of testing 109 of those superior children after intervals of from five to eight years. He finds an astonishing amount of variation from the original IQ's. There are more losses than gains. Twenty pupils dropped from above IQ 120 to below 110, and so had to be re-

per cent of the girls had a falling IQ of more than ten points. None of the girls, but 37 per cent of the boys, increased their intelligence by ten points. Some of the IQ's dropped more than twenty points. The evidence suggests that the original mentally defective condition was in many cases a phase of a progressive deterioration.

A British writer studied a number of children who were moved from bad living conditions to a more favorable environment, as a part of the government program of slum clearance. The slum clearance group, and a control group which remained in the old environment, were tested before moving and after an interval of a year and a half. When the data were so handled as to eliminate the influence of changes in chronological age, the slum clearance group were found to have made small but consistent progress in reading and arithmetical abilities, and in mentality, while the control group made none.

Hartson concludes that college training increases the IQ. He finds that students who originally made low scores showed the greatest improvement; and that the increase in the number of points scored on the test is to be credited largely to the major field of the student's college experiences.

Williamson and Rundquist present evidence to suggest that as time goes on the intelligence of the typical high-school senior and college freshman increases; that is, the college freshman today is more intelligent than the college freshman of four years ago. This ought to gratify some of the more moody professors.

In general, the evidence indicates that change in IQ is possible in almost any case and does occur in many cases. Strangely enough, the greatest changes in mentality seem to result from physical changes in the environment or in the body of the individual. The most obvious bodily changes which accompany loss in IQ occur elsewhere than in the central nervous system: gland activity, general nutrition, etc.

With regard to the effect of mental experience on the IQ, the case is much clearer for loss in IQ than for gain. We do not know whether improved mental experience raises the IQ. We do know that improved mental experience may improve the manifestation of the IQ, may raise the IQ rating which comes from a mentality test. Whether this represents a fundamental change in the central nervous system or merely an increased skill in responding to a test, we do not yet know.

What is more important still for our purposes, we know that for an overwhelming majority of junior-high-school pupils the IQ remains relatively constant and hence reliable for many essential uses.

| Names | R<br>a<br>s<br>i<br>o<br>n<br>a<br>l<br>S<br>c<br>o<br>r<br>e | P<br>r<br>e<br>s<br>e<br>n<br>t<br>Q<br>u<br>o<br>t<br>i<br>e<br>n<br>t | First      |       | Second     |       | Third      |    |
|-------|---|---|------------|-------|------------|-------|------------|----|
|       |   |   | True<br>IQ | Disp. | True<br>IQ | Disp. | True<br>IQ | Di |
| A.E.  | 94  | 98  | 175        | +77   | 175        | +77   |            |    |
| B.V.  | 118   | 194   | 175        | -19   | 225        | +51   |            |    |
| B.B.  | 105   | 186   | 100        | -56   | 20         | -136  |            |    |
| B.R.  | 93  | 94  | 125        | +31   | 100        | +6    |            |    |
| C.W.  | 136   | 266   | 183        | -133  | 183        | -83   |            |    |
| C.W.  | 101   | 126   | 125        | -1    | 175        | +49   |            |    |
| C.E.  | 109   | 172   | 200        | +29   | 175        | +3    |            |    |
| C.R.  | 116   | 186   | 180        | -6    | 120        | -66   |            |    |
| D.P.  | 134   | 258   | 300        | +42   | 300        | +42   |            |    |
| D.F.  | 147   | 300+  | 283        | -13   | 300        | OK    |            |    |
| E.F.  | 109   | 172   | 200        | +29   | 200        | +29   |            |    |
| F.A.  | 118   | 206   | 216        | +10   | 200        | -6    |            |    |
| F.D.  | 108   | 134   | 240        | +106  | 160        | +26   |            |    |
| F.R.  | 123   | 226   | 265        | +99   | 269        | +63   |            |    |
| G.B.  | 121   | 218   | 200        | -18   | 220        | +20   |            |    |
| H.M.  | 125   | 23+   | 225        | -9    | 225        | -9    |            |    |
| H.J.  | 115   | 162   | 100        | -82   | 145        | -37   |            |    |
| J.H.  | 105   | 186   | 260        | +44   | 260        | +44   |            |    |
| J.B.  | 127   | 230   | 200        | -30   | 183        | -27   |            |    |
| J.R.  | 128   | 234   | 240        | +26   | 217        | -17   |            |    |
| J.R.  | 105   | 142   | 113        | -29   | 143        | +1    |            |    |
| J.C.  | 112   | 184   | 266        | +62   | 250        | +66   |            |    |
| K.C.  | 104   | 162   | 125        | -27   | 200        | +46   |            |    |
| K.B.  | 111   | 180   | 150        | -30   | 214        | +34   |            |    |
| K.J.  | 117   | 202   | 220        | +18   | 243        | +41   |            |    |
| K.K.  | 110   | 162   | 120        | -42   | 83         | -79   |            |    |

There are six marking periods of six weeks each. The summaries for the first and second periods are shown. The outstanding cases are marked with rings.

classified as "average" children. One is inclined to wonder whether the California sunshine had induced in these children a kind of early forced growth which did not represent a permanent advance.

Anna Engel reports a study of 185 boys and 91 girls who were mental defectives. These children were tested when they entered Detroit special classes, and when they left those classes after periods of various lengths, averaging about five years. Twenty-one per cent of the boys and 37

<sup>1</sup>Wisconsin High School, Madison, Wis.

We cannot take time here to discuss one very fascinating subject—the ways in which bright pupils differ from slow pupils in their learning behavior. This writer is convinced that there are differences about which we at present know very little. Some thinkers in this field, like Clifford Woody are very skeptical and wary on this subject, and hasten to emphasize the fact that differences in intelligence are differences in degree rather than kind. But practically these two kinds of difference are not unrelated. For example, the difference between bantam-weight boxers and heavyweights is one of degree. But under certain conditions that difference in degree may produce a categorical difference. If you put the two into the same ring, they presently become categorically different in that one is vertical and the other is horizontal. If a party of 100 men attempt to ford a stream which is five and a half feet deep, some may wade if they like and others must take to swimming. If ten ice fishermen are set adrift on an ice floe by unfriendly winds, a few hours of exposure may convert the degree differences in bodily vigor into categorical differences. Some may be alive when rescued, and others may be dead, which should be categorical enough to suit anyone.

#### Adapting Learning to Different Types

These analogies prove nothing about intelligence; but they serve to remind us of the principle that differences in degree, in any human trait may, through impact upon human problems, produce differences in kind.

Therefore, we should not be satisfied with the simple statement that bright pupils differ from slow pupils only in degree. We should assume that there are very probably some very real categorical differences, secondary but unmistakable, which should be discovered in order that we may deal more intelligently with bright and dull, and do more for them. In recent announcements of proposed changes in high-school procedure in the Chicago school system, it is set forth that the dull-pupil problem will be attacked in full force. This is good news. Success in this venture will be dependent in the main upon two factors: the ability of the teachers and their leaders to find out how slow pupils differ from bright pupils in their ways of learning; and the willingness of all concerned to break with tradition in setting up a new kind of curriculum.

It is a little difficult to know why we have made as little progress as we have in this direction. We are somewhat like the baseball player, who got to first base through being hit by a pitched ball, and then refused to venture farther until someone knocked the ball over the fence. We know how to identify bright pupils and slow pupils, but as yet we have done very little about suiting the learning program to divergent types. Every man and woman who works in a junior high school has an opportunity to increase our competence

with respect to this problem. The fact that so much of our progress in this direction comes from experimentation in the classroom makes the teacher, rather than the professor or the administrator, the pivotal character.

#### Typical Uses of IQ

I should like now to offer two examples of the uses to which we may put the IQ in the junior high school. No reference will be made to certain other important adaptations, such as ability grouping. The two uses selected are both based upon the predictive function of the IQ.

The Pearson coefficient of correlation between IQ and school marks in academic subjects ranges from about .50 to .70. Errors in testing, errors in marking, and lack of sufficient number of cases prevent a higher figure. It is probable that the actual dependence of scholarship upon intelligence is better represented by a coefficient between .70 and .80.

It is logical and possible therefore to set up, for any school, standards of scholarship based on intelligence. These are not theoretical or presumptive, but empirical. In order to know what to expect of an eighth-grade boy of IQ 110, for example, we simply find out what eighth-grade boys of this intelligence have been doing on the average. Let us suppose that in the Smithville Junior High School, boys of IQ 110 make, on the average, 1.60 grade points; this is based upon an allowance of three points for an A, two points for a B, one for a C, none for a D, and minus one for a failure. This 1.60 may be regarded as a standard for the eighth-grade boys of IQ 110. And, let it be said parenthetically, it is necessary to have one set of standard for boys, and another for girls. It is almost universally true that, IQ for IQ, girls get higher grades in the secondary school than boys. Also, standards set up in one school are not usually valid in another school.

Now if there are 10 boys of IQ 110 in the present eighth grade, it is not to be expected that all will naturally make a grade point average of 1.60, nor that any amount of guidance will focus them all at that level. To begin with, errors of testing, marking, etc., cause considerable variation and so make the standard itself at best an approximation. So in using it we must not cut too fine a line.

But let us assume for the moment that our statistical procedures are all exactly correct, and that grade point average 1.60 is exactly the standard for eighth-grade boys of IQ 110. Will these present ten boys then all make a grade point average of 1.60?

We all know from experience that no such thing is to be expected. The ten grade point averages will scatter over quite a range above and below this norm. They may run something like this: 2.40; 2.12; 1.81; 1.68; 1.60; 1.54; 1.32; 1.11; .98; .42.

Now this spread of the actual performances above and below the predicted per-

formance is regarded by some as a failure of prediction, and is seized upon as a means of discrediting the whole intelligence-quotient concept. "What good," say the skeptics, "is a predictive index which doesn't predict any more reliably than that? What good does it do us to predict a grade point average of 1.60 and have it turn out to be only .42?"

Here is the answer to that question as I see it: If eighth-grade boys of IQ 110 in Smithville Junior High School usually make a 1.60 grade point average, and Sam Jones (IQ 110) of Smithville eighth grade consistently makes .42, there are influences at work upon Sam Jones which pull him below his natural level. This unfavorable difference of 1.12, which may be called "negative disparity" represents not a failure of prediction but rather the influence of factors other than intelligence. The experience of the speaker in cases of this kind has indicated that there is usually one major cause of such an abject failure; and that when this cause has been found and eliminated by systematic treatment, improvement results, which brings the pupil's performance up near the predicted level.

In the same way, we find Tom Brown working far above the prediction. He makes a grade point average of 2.40, which represents a positive disparity of .80. What does this mean? It means that there are favorable influences in his life which raise him to a higher level of achievement than we have expected of him. His case interests us because, if we can discover what those favorable influences are, we shall have a clue to constructive and remedial guidance procedures.

How shall this technique be applied to junior-high-school work? First, let the homeroom adviser, each time the report cards are sent home, compute the disparity of each of his advisees on the basis of the current report. The principal's office should furnish the adviser a set of norms from which he can determine what is normally to be expected of each pupil. A guidance chart like that shown (see illustration) will enable the adviser to arrange the figures in systematic order. Opposite each pupil's name are shown his IQ and the predicted grade point average. Then in successive columns are shown the achieved grade point average and disparity for each marking period. The cases which are most in need of guidance are clearly shown by a survey of the disparities. The one or two or three cases of greatest negative disparity are, of course, the pupils who are falling farthest below what they could accomplish. They should have immediate attention. This attention, as indicated a moment ago, should not take the direction of scolding or punishment, but should rather aim at a diagnosis—a discovery of the cause or causes of the failure.

The second of the two uses of the IQ as a predictive instrument has to do with group performance, as contrasted with the individual performance which we have



been discussing. In a school system where two or three junior high schools are tributary to one senior high school, the teachers of each of these junior high schools are interested to know whether their graduates do as well as they should in the senior high school. Here again, if the office of the senior high school will furnish a set of norms to show how grade point average corresponds to IQ in the senior high school, the showing of the individual, the home-room group, and the entire product of the given junior high school can be evaluated. If the average disparity of the Roosevelt

Junior High School graduates in the senior-high-school work is always positive, one reasonable hypothesis is that the Roosevelt Junior High School is helping its pupils to get full return upon their ability. If the average disparity of the Roosevelt Junior High School graduates in senior-high-school work is always negative, then that junior high school should set out to find the influence which causes the deficiency, and do something about it.

A great deal of our confusion about the IQ has arisen from the "all-or-none" state of mind which some persons have assumed

about it. These people will have none of it unless it can qualify as a panacea. We would better resign ourselves to the realization that we shall never have a single push button with which to solve all our problems, but that progress will come rather from painstaking exploration of all promising discoveries. The IQ tells us something about the capacity of the individual's central nervous system for learning certain kinds of things. In so doing it simplifies the problem of guidance and enables us to focus our attack where it is most needed.

## Public Hearings on School Budgets in the United States

B. H. Peterson, Ph.D.<sup>1</sup>

Public hearings on school budgets represent one of the democratic procedures of American education. In the field of school finance they offer the public an opportunity to participate in the formulation of plans concerning the amount and expenditure of school funds.

There is very little written material concerning school budget hearings. Only a few textbooks in school finance even mention them. Until the writer undertook the study here reported, only one research study<sup>2</sup> had been made which dealt entirely with budget hearings.

### The Problem

What is the present status and effect of public hearings on school budgets in the United States? To what extent have the people of our nation actively participated in school budgeting? What effect, if any, have school-budget hearings had on school budgets? How many states according to law are required to hold public-school-budget hearings? Are school-budget hearings of any value? These are questions which constitute the problem considered in this paper.<sup>3</sup> This problem may be divided into four divisions:

1. The analysis of state laws requiring public hearings on school budgets.
2. The trend in the enactment of public-school-budget-hearing laws.
3. The preparation for, the response to, and the method of conducting public hearings on school budgets.
4. The effect and evaluation of public hearings on school budgets.

In studying the problems it seems necessary to limit the consideration to the

state provisions for school-budget hearings. Local, city and municipal charter or statute provisions concerning such hearings need not be considered since education is legally a state function.

### How Was the Problem Solved?

In order to determine the different types and provisions of state school-budget-hearing laws, the latest printed copies of the state school laws or their supplements were obtained and analyzed.

A survey sheet was sent to each state superintendent of education. These survey sheets furnished information which served as a check on the interpretations made of the school laws; furnished the dates of enactment of school-budget-hearing laws; gave the organized forces or agencies responsible for the enactment of these laws, and furnished the judgments of state school administrators concerning the efficacy of holding budget hearings.

Information regarding the preparation for, the effect of, and the method of conducting school-budget hearings was obtained from survey sheets sent to 605 superintendents in selected cities. Of these, 299 survey sheets were returned by city superintendents in cities of 2,500 population and upward. In most cases these survey sheets were in the hands of the superintendent prior to holding the 1936-37 budget hearing.

### The Findings

*States Having School-Budget-Hearing Laws.* Twenty-five states have enacted some type of school-budget-hearing law. In addition, eight other states<sup>4</sup> carry out a procedure similar to school-budget hearings. Thirteen states require hearings to be held in all school districts of the state, while twelve states require them in only

certain or specified districts. Table I indicates this information in tabular form according to states.

TABLE I. States Having School-Budget-Hearing Laws

| States Having Some Type of School-Budget-Hearing Law                           |              |
|--|--------------|
| California   | New Mexico   |
| Colorado   | New York     |
| Connecticut  | North Dakota |
| Idaho  | Ohio         |
| Illinois   | Oregon       |
| Indiana  | Rhode Island |
| Iowa   | Texas        |
| Kansas   | Utah         |
| Minnesota  | Virginia     |
| Montana  | Washington   |
| Nebraska   | Wisconsin    |
| New Hampshire  | Wyoming      |
| New Jersey   |              |
| States Requiring Budget Hearings in All School Districts                       |              |
| Connecticut  | New Mexico   |
| Indiana  | Ohio         |
| Kansas   | Oregon       |
| Montana  | Utah         |
| Nebraska   | Virginia     |
| New Hampshire  | Washington   |
| New Jersey   |              |
| States Requiring Budget Hearings in Only Certain or Specified School Districts |              |
| California   | New York     |
| Colorado   | North Dakota |
| Idaho  | Rhode Island |
| Illinois   | Texas        |
| Iowa   | Wisconsin    |
| Minnesota  | Wyoming      |

*Types of Laws.* There are three different types of school-budget-hearing laws. One which requires that a special meeting be held for a hearing on the school budget. A second which requires that the school budget receive a hearing at the annual school meeting, and third a law which requires that the school budget receive a hearing in conjunction with the hearing on the municipal budget. Table II shows the states having the different types of laws.

*Provisions of Laws.* Sixteen states require that the school budget be published, and 22 states require publication of notice concerning the holding of the hearing. Sixteen states require that the hearing be

<sup>1</sup>Instructor Piedmont High School and Graduate Student, University of California.

<sup>2</sup>Fankhauser, H. A., "School Budget Hearings in Ohio," *Ohio University, College of Education Research Bulletin* No. 10, 1931.

<sup>3</sup>This article is based on: *Public Hearings on School Budgets in the United States*, B. H. Peterson (Berkeley, California: Unpublished Doctor's Thesis, University of California, 1935).

<sup>4</sup>These states are: Delaware, Massachusetts, Michigan, Mississippi, Pennsylvania, South Dakota, Vermont, and West Virginia.

TABLE II. Types of State School-Budget-Hearing Laws

| Special Meeting Type of Law   |   |
|---|---|
| California  | New York (City School Districts)                                |
| Colorado  | North Dakota  |
| Illinois  | Ohio  |
| Indiana   | Oregon  |
| Iowa  | Texas   |
| Kansas <sup>3</sup>   | Utah  |
| Montana   | Washington  |
| New Mexico  |   |
| Annual School Meeting Type of Law                                   |   |
| Idaho <sup>1</sup>  | New Jersey <sup>2</sup> (Article VII schools)                   |
| Kansas <sup>2</sup> (Common-school and rural high-school districts) | New York <sup>2</sup> (Union free and central school districts) |
| Minnesota <sup>2</sup>  | Wisconsin <sup>2</sup>  |
|   | Wyoming <sup>2</sup>  |
| Municipal Hearing Type of Law                                       |   |
| Connecticut   | New Jersey (Article VI schools)                                 |
| New Hampshire   | Rhode Island  |
|   | Virginia  |

<sup>1</sup>Budget is submitted but not voted on.<sup>2</sup>Budget is submitted and also voted on.<sup>3</sup>All school districts except common-school and rural high-school districts.

held before the school board or other governing body of the taxing district. The other 9 states require that the hearing be held before some special budget or finance board or commission. Nine states require that the hearing be held before the beginning of the school fiscal year. Six states make satisfactory provision for school-budget and hearing publicity. None of the laws require that the hearing be held before the beginning of the school fiscal year and also that adequate publicity be given the budget and its hearing. This means that none of the state school-budget-hearing laws that now exist are wholly adequate.

**Trend in the Enactment of Laws.** Sixty per cent of the state school-budget-hearing laws have been enacted within the past 15 years. The tendency to establish such laws has been positively accelerated since the economic depression of 1929. During the past 6 years more laws or attempts to enact such laws have been made than in any period of 10 years previously. The trend in the enactment of such laws has been to establish a law which requires that a special meeting be called for the hearing on the school budget. Table III indicates the time of enactment of school-budget-hearing laws.

TABLE III. Time of Enactment of School-Budget-Hearing Laws

| Law Enacted or Attempt Made <sup>1</sup> | Number of States |
|--|------------------|
| Before 1910                              | 8                |
| 1910-1919                                | 1                |
| 1920-1929                                | 8                |
| 1930-1936                                | 11               |

The leading organized forces or agencies supporting the enactment of public-school-budget-hearing laws were taxpayers' associations, organized business and industry, chambers of commerce, and educational associations.

**Preparation for Hearings.** A majority of city school superintendents make extensive preparation of materials to be used in

<sup>1</sup>Four states have made unsuccessful attempts to enact school-budget-hearing laws. One state did not report date of enactment of budget-hearing law.

defending the budget at its hearing. Newspaper publication of the budget and notice of its hearing has been the method of publicity mostly used by school administrators. The most successful methods in advertising the school budget and its hearing have been: lectures given on the budget before business and civic organizations; interviews held with interested citizens; and newspaper articles and editorials explaining the proposed budget.

**Response to Hearings.** The response to school-budget hearings was not good. Approximately one third of all city school districts failed to have 100 per cent attendance of school officials at the budget hearing. A total of 66.4 per cent of all school districts in 1936 had three or fewer citizens present at their budget hearings. One half of the districts had no one present; the mean or average attendance was 27 citizens per hearing. The public in 1936 failed to take advantage of its opportunity to participate in school budgeting. Because of the poor response, school-budget hearings in a majority of school districts have been of little or no value.

Considering the persons which attended school-budget hearings in 1936, four fifths or more of them did not represent organized forces or agencies but were citizens merely interested in school budgeting. Two thirds of the citizens attending the hearings, attended them to have the budget explained or to voice approval of the budget.

**The Budget Hearing.** The budget hearings in most cases were conducted and presided over by school district officials. The cost of conducting the hearings was relatively small, the mean cost being \$12.09 and the median cost \$5 per hearing. Approximately one half of all city school districts conducted their hearings without official ceremony, the hearing consisting of merely answering any questions asked concerning the budget. A total of 51.6 per cent of all school districts held their budget hearings after the beginning of the school fiscal year.

**Effect of Hearings.** School-budget hearings had little direct effect on school budgets. Ninety and six tenths per cent of all city school districts in 1936 made no changes in the school budget as a result of the hearing. Of changes made, there were twice as many increases in the budget as decreases.

**Value of Hearings.** State school superintendents, with the exception of one, replied that the present school-budget-hearing laws are operating as was originally intended that they should operate. According to the judgments of 66.7 per cent of city school and state school superintendents, public-school-budget hearings are desirable.

Even though state school-budget-hearing laws are deficient in their provisions, some school districts fail to obey these inadequate laws. Eight and nine tenths per cent to 35.8 per cent of all school districts in 1936 failed to obey certain items of

state school-budget-hearing laws. Such a procedure made the hearings quite ineffective, and as a result they were of little direct value.

### Recommendations

The following recommendations are made concerning school-budget hearings:

1. School-budget-hearing laws should be changed, if necessary, to include adequate provisions for the publicity of the school budget and its public hearing.

2. These laws should provide for holding school-budget hearings in advance of the beginning of the school fiscal year.

3. School boards and administrators should make a decided effort to arouse public interest in school-budget hearings. This effort to be exerted primarily along the following lines: (a) giving lectures on the school budget before business and civic organizations; (b) holding interviews with citizens; (c) publishing newspaper articles and editorials concerning the proposed school budget.

4. School-budget hearings should be conducted in a businesslike and educational manner.

5. School boards and administrators should take an active interest in school-budget hearings. They should be present at the budget hearing and should see that the provisions of the state school law requiring such hearings are carried out.

### NICHOLAS COUNTY ADMINISTRATIVE SYSTEM

The public schools of Nicholas County, W. Va., have enjoyed the benefits of a complete reorganization of the county school administration. When the present board of education took office in 1935, the superintendent of schools, Mr. L. O. Bobbitt, was made chief executive officer with the responsibility of organizing the instructional program and of directing all school activities. The board of education formulates all general policies from its offices in Summersville and passes upon all recommendations and executive acts of the superintendent. The latter recommends the employment, transfer, and dismissal of teachers and of the nonteaching personnel, including clerks, etc. Sixty schools manned by 231 teachers are operated.

The board has adopted the policy of employing only teachers with two years or more college training and standard normal certificates. As an effective element in the in-service training of teachers, sectional meetings are held monthly for the study and discussion of rural social and economic problems and of teaching methods. The meetings have resulted in developing appreciation of the difficulties of rural people and have made the teaching more practical. Incidentally, a great deal of good will between the communities and the schools has been built up. An expression of the co-operative spirit which exists was the library campaign held in November and December, 1936, when 2,200 books were ordered and paid for by parents and teachers for rural schools.

The county employs no attendance officer. The teachers are expected to handle truancy problems through vitalized teaching and where home visitation is necessary to secure parental co-operation.

Building repairs and maintenance problems are handled by two mechanics who are employed the year round. The men travel in a well-equipped Dodge truck, which carries tools and materials and which makes all deliveries of supplies and equipment. A central warehouse is maintained. The supplies and books are bought on an annual contract.



# New Jersey Tenure Decisions During the Depression<sup>1</sup>

Ida E. Housman, M.A.<sup>2</sup>

During the recent depression, numerous opportunities have been afforded to test the effectiveness of the New Jersey teacher tenure law. Since the enactment of the first teacher tenure law in New Jersey in 1909, which applies to all school districts in the state, progress throughout the United States in enacting teacher tenure laws has been very slow. At present only one other state has an indefinite tenure law which applies to all the teachers. This is the Louisiana law which was enacted in 1936. According to the September, 1936, Research Bulletin of the National Education Association, *A Handbook on Teacher Tenure*, more than one half of all the teachers in the United States in 1936 were employed on the "hire-and-fire" plan. Of all the teachers employed, 23 per cent were under "indefinite" or "permanent" tenure laws.

Before showing how the New Jersey tenure law has operated in recent years, its principal provisions are summarized. These are: a proper teacher's certificate; a three years' probationary period; no dismissal or deduction in salary except for inefficiency, incapacity, conduct unbecoming a teacher, or other just cause; dismissal permitted for a natural diminution in the number of pupils, but not by reason of residence, age, sex, marriage, race, religion, or political affiliation; a procedure for removal providing for written charges, notice, a hearing before the local board with the right of counsel; an appeal to the state commissioner of education, a further appeal to the state board of education, and then to the courts; the removing agency is the local board of education.

## Operation of Tenure Law by Decisions

Since the enactment of the New Jersey tenure law in 1909, numerous efforts have been made to repeal the law. In 1923 a repealer was introduced into the New Jersey Senate. A hearing was called on the bill. It occurred to me to study the decisions of appealed cases, in order to prove whether it was true or false that it was impossible for school boards to obtain a favorable decision under the New Jersey tenure act. This study revealed that during the period 1909 through June 4, 1923, 31 tenure cases had been appealed from the decisions of the local school boards. Of these, 16 cases had been decided in favor of the board; 15 cases in favor of

the teacher. It is interesting to note that since then the number of decisions in favor of the board and those in favor of the teacher remain about evenly divided.<sup>3</sup> Whether the New Jersey tenure law is operating at present is revealed by a recent study which I made of appealed tenure cases. During the 14-year period from 1909 to 1923, 31 cases were appealed; during the four "depression years," 1933 to March 1, 1937, 46 cases were appealed from the decisions of the local board. Several of these cases involved large groups of dismissed teachers. From 1909 up to the present time about 125 cases have been appealed.

## Factors Affecting the Operation of the Law

Since 1933 several amendments and two important decisions have been factors affecting the operation of the New Jersey tenure law. The first amendment to the law was made in 1934 to clarify the probationary period. This amendment permitted a construction that in some instances would shorten the probationary period of three consecutive years. Consequently, the law was amended again in 1935, so that the act provides that teachers employed for three consecutive calendar years or beginning work on the fourth consecutive academic year have tenure protection.

The second factor was a most important test case which was decided by the Court of Errors and Appeals on September 28, 1933. This was the case: *Seidel v. Board of Education of Ventnor City, et al.* The case decided that tenure teachers "may not be dismissed for reasons of economy while other teachers not so protected, whose assignments such teacher is competent to fill, are retained under employment." Quoting from the opinion rendered by the Supreme Court: "Granting that apart from the statute, a school board may in the interest of economy reduce the number of teachers, the protection afforded by the statute would be little more than a gesture if such board were held entitled to make that reduction by selecting for discharge teachers exempt by law therefrom, and retaining the nonexempt. If such reduction is to be made at all, and a place remains which the exempt teacher is qualified to fill, such teacher is

entitled to that place as against the retention of a teacher not protected by the statute."

The third factor was the third amendment to the Tenure Act which was introduced in 1935 to protect supervising principals, principals, and teachers who were dismissed for reasons of economy. This amendment is known as the Burke Priority Reinstatement Amendment. It provides that dismissals due to decrease in number of pupils must begin with those of least service. Dismissed teachers are to be placed on preferred eligibility lists in order of length of service for re-employment.

The fourth factor affecting the operation of the New Jersey law was the result of the serious financial conditions existing in most of the municipalities of the state. Chapter 12, Laws of 1933, was one of a series of laws enacted, which premised that "due to economic conditions, an emergency exists which requires that the board of education of every school district in this State be enabled to fix and determine, by resolution, the amount of salary or compensation, to be paid to officers and employees of and persons holding positions in any such school district. . . ."

As the teachers' tenure act reads as follows: "No principal or teacher shall be dismissed or subjected to reduction of salary in said school district except for inefficiency, incapacity, conduct unbecoming a teacher or other just cause, etc.," the purpose of the 1933 law was to authorize boards of education to reduce teachers' salaries, and to forbid the granting of salary increments for the year July 1, 1933 to July 1, 1934. In order to maintain status in the state teachers' pension and annuity fund, and not to violate the tenure provision as to salary reduction, many teachers throughout the state voluntarily agreed to contribute the reduction, and continued to pay into the pension fund on the basis of the contractual salary. Similar laws to the 1933 Act were passed in 1934, 1935, 1936. Up to the present time in 1937, this salary reduction legislation has not been enacted for the present year. Nevertheless, many teachers have been requested to voluntarily contribute various percentages of their contractual salaries for the year 1937-38.

The fifth factor was the outcome of the salary reduction act. This was the first teacher tenure case in New Jersey appealed to the United States Supreme Court.

The decision was rendered on March 1, 1937. This is the most important tenure decision, as its interpretation of the constitutional status of the New Jersey law applies to all "permanent" or "indefinite" tenure acts.

<sup>1</sup>Most of this paper is a portion of an address, "Existing Tenure Laws and Practices in Operation" presented on March 11, 1937, during Schoolmen's Week, University of Pennsylvania.

<sup>2</sup>President of the Council of State Teachers' Organizations of New Jersey; member of teaching staff, Demarest High School, Hoboken, N. J.

<sup>3</sup>Housman, Ida E., "Evaluating the New Jersey Tenure Law by the Decisions," *AMERICAN SCHOOL BOARD JOURNAL*, 67:53-54, September, 1923.

"Decisions Under the New Jersey Tenure Law," *Education Bulletin* (N. J.), 16:17-23, September, 1929.

Scott, Winfield S., "Indefinite Teacher Tenure," *Bureau of Publications, Teachers College, Columbia University*, Chapter V, 1934.

Two cases were instituted by a group of 90 West New York, N. J., principals and teachers. One case was an individual case: *Phelps v. Board of Education of the Town of West New York, et al.*, the other case was a group case: *Lucy Askam, et al., v. Board of Education of the Town of West New York, et al.* They claimed that Chapter 12, Laws of 1933, was a violation of constitutional rights on two grounds: first, confiscation of property without due process of law; second, violation of contract. They maintained that since teachers were contractual workers as distinguished from civil service and ordinary public employees, the 1909 tenure act became part of the teacher's contract, since tenure was nothing more than a continuance, by law, of the contract in force. The Commissioner of Education and the State Board of Education refused to rule on the constitutionality of the 1933 act. The appellants applied for certiorari from the state supreme court. The writs were issued, and, after hearing, the court affirmed the action of the educational authorities. The court of errors and appeals affirmed the judgment upon the opinion of the supreme court. The United States Supreme Court ruled on the merits of the case, affirming the decision of the lower courts. The suit involved millions of dollars, which had been deducted from teachers' salaries since 1933.

Quoting from the decision of the United States Supreme Court: "The position of the appellants is that by virtue of the Act of 1909 three years of service under contract confer upon an employee of a school district a contractual status indefinite in duration which the legislature is powerless to alter or to authorize the board of education to alter. The Supreme Court holds that the Act of 1909 'established a legislative status for teachers, but we fail to see

that it established a contractual one that the legislature may not modify. . . . The status of tenure teachers, while in one sense perhaps contractual, is in essence dependent on a statute, like that of the incumbent of a statutory office, which the legislature at will may abolish, or whose emoluments it may change.'

"This court is not bound by the decision of a state court as to the existence and terms of a contract, the obligation of which is asserted to be impaired, but where a statute is claimed to create a contractual right we give weight to the construction of the statute by the courts of the state. Here those courts have concurred in holding that the act of 1909 did not amount to a legislative contract with the teachers of the state and did not become a term of the contracts entered into with employees by boards of education. Unless these views are palpably erroneous we should accept them. . . .

"Although after the expiration of the first three years of service the employee continued in his then position and at his then compensation unless and until promoted or given an increase in salary for a succeeding year, we find nothing in the record to indicate that the board was bound by contract with the teacher for more than the current year. The employee assumed no binding obligation to remain in service beyond that term. Although the act of 1909 prohibited the board, a creature of the state, from reducing the teacher's salary or discharging him without cause, we agree with the courts below that this was but a regulation of the conduct of the board and not a term of a continuing contract of indefinite duration with the individual teacher."<sup>4</sup>

<sup>4</sup>Supreme Court of the United States, Nos. 454, 455. October Term, 1936.

### Evaluating the Tenure Law

The value of the New Jersey tenure act has been demonstrated during the past four years by the variety of cases which have been appealed. Some of these cases included large groups of teachers, who were dismissed by the closing of schools for economic reasons by showing decreases in the number of pupils. A study of 46 appealed tenure cases from 1933 through March 1, 1937, shows a wide range in the nature of the cases.<sup>5</sup> The cases were as follows: diminution of pupils, 21 cases; continuously employed less than 3 calendar years in the same district, 9 cases; conduct unbecoming a teacher and inefficiency, 5 cases; eight other causes, 11 cases. A tabulation of the cases based on the *final appeal* shows that in the large majority of New Jersey tenure cases the decisions are determined finally by the state educational authorities. Out of these 46 cases, 36 were decided by either the Commissioner of Education or the State Board of Education; 8 cases by the supreme court; 1 case by the court of errors and appeals; and, 1 case by the United States Supreme Court. This reveals that 78 per cent of all these appealed cases were decided finally by the state educational authorities. Further these 46 cases show that 21 cases were decided in favor of the board of education, 21 cases in favor of the teacher, and 4 cases were not decided finally. This maintains the record established since the enactment of the law that school boards and teachers in New Jersey have about an equal opportunity of winning a favorable decision in an appealed tenure case.

<sup>5</sup>Copies of decisions available for study through courtesy of Charles J. Strahan, Assistant Commissioner of Education, State of New Jersey.

## Long-Term Maintenance of School Plants

D. D. Cunliff<sup>1</sup>

Any consideration of a long-term maintenance policy entails a definite scientific description of just what is meant by the term "Maintenance of School Plant." From the accounting standpoint, two useful official definitions are available. The United States Office of Education recommends:

*Maintenance of School Plant.* Under this head should be included all expenditures made for the restoration of any piece of property (grounds, buildings, or equipment) to its original condition of completeness of efficiency. This includes the repair of buildings and upkeep of grounds and repairs and replacement of old or worn-out equipment. Include cost of labor and materials incident to the repair of buildings, including painting and glazing, and

to repair of plumbing, lighting, heating, and ventilating equipment. Do not include expenditures for improvement of grounds in the nature of permanent equipment, alteration of old buildings, such as tearing out walls, enlarging rooms, building of additions, putting in partitions, nor for additions to equipment, all of which should be included under "Capital Outlay."<sup>2</sup>

The State of California is more specific in the definition offered by the State Department of Education:

*Maintenance of Plant.* Include all expense of (a) maintenance or repair of grounds; (b) repair of buildings, including general maintenance work on buildings, heating and ventilating equipment, plumbing equipment, etc., and reconstruction expense which does not add to the inventory valuation of the physical plant; painting, roofing, termite control, etc.; (c) repair of equipment, including furniture, instructional equipment, ground equipment, office equipment, mechanics' equipment (autos, clocks, mowers, etc.), and (d) replacement of equipment (as indicated in [c] above).<sup>3</sup>

<sup>1</sup>Bulletin No. 24, 1928, U. S. Office of Education.

<sup>2</sup>Classification of School District Expenditures, California State Department of Education.

The foregoing statements are primarily rules for accounting rather than true definitions for the school executive. They are not even consistent in that they classify the replacement of worn-out furniture as a proper maintenance charge, while the cost of replacing a worn-out building is not.

More practical definitions are those of Dr. Ward G. Reeder, who holds that "maintenance refers to keeping the school plant (that is, the site, building, and equipment) at its original state of repair as fully as possible,"<sup>4</sup> and Harry P. Smith, who broadly defines "maintenance as that phase of school administration that is concerned with keeping the physical plant

<sup>4</sup>Reeder, Ward G., *Business Administration of a School System*, Boston, 1929.

<sup>1</sup>Mr. Cunliff is supervisor of construction for the board of education of Los Angeles. He has had broad experience in developing standards and improved practices for the extensive reconstruction and repair work made necessary by the Field Act enacted by the California legislature after the earthquake of 1933.



available without interruption for educational service when schools are in session."<sup>5</sup>

For the purpose of this discussion, the term "Maintenance of School Plant" is considered as (1) *Repairs*, or the act of keeping, as nearly as possible, the individual units of the school plant in their original state of operating efficiency throughout their entire useful lives; and (2) *Replacement*, or the act of reproducing those individual units of the school plant which have reached the end of their useful lives.

### Repair Compared with Replacement

The distinction between repairs and replacement is, at times, difficult to determine. A technical viewpoint in accord with commercial practice is to consider at all times complete operating units such as buildings, desks, lathes, etc. Complete operating units are generally composed of a number of individual elements with varying useful lives, some of which must, of necessity, be replaced one or more times before the useful life of the entire unit has expired. A building with a useful life of fifty years may have a composition roof with a life of twenty years. The replacement of this element (the roof) at the expiration of its useful life is an item of repair, while the replacement of the entire building at the end of its useful life is not. Similarly, the replacement of a damaged desk top is repair, while the replacement of the entire worn-out desk is not. In general, it may be stated that any work performed on an individual operating unit of the school plant, not involving the actual replacement of the unit, should be considered as repairs, but that the complete replacement of an individual operating unit, however small, should be considered as replacement.

No line of demarcation exists between maintenance of school plant and operation of school plant. Custodians in the course of their usual duties perform many operations which might technically be considered maintenance. For example, the cleaning of linoleum floor covering is incident to the normal operation of the plant, while the periodic waxing of the same linoleum partakes of the nature of maintenance in that the operation is to a large extent a repair or act of restoring the linoleum to its original condition. Similar situations exist in the upkeep of maple flooring, adjustment of hardware, adjustment of mechanical systems, etc. For practical reasons, it may be stated that custodians should perform such minor items of maintenance as may be performed within their normal operations, and which do not require the special skill or training of a journeyman mechanic.

### Repairs and a Maintenance Policy

Repairs to school plant naturally fall into one or the other of two definite types: (1) Repairs of a more or less emergency nature which must be performed within a reasonable time if the plant is to be kept

in an operating condition; and (2) Periodic repairs including the replacement of individual elements which have reached the end of their useful lives, and the performance or nonperformance of which has little immediate effect upon the operating condition of the plant. Attention should, however, be called to the fact that the nonperformance of periodic repairs is likely to cause a great increase in the emergency repairs. If the roof of a building is properly maintained and serviced, there should be no calls for emergency repairs except for leaks due to accident. Practically all other elements of a building are of a similar nature in that, if properly maintained at periodic intervals, relatively few emergency calls should arise.

Buildings and equipment suffer from physical deterioration, which proceeds every day, until a point of inefficiency is reached where it involves an economic loss to continue the units in operation. If this physical deterioration is to a large extent counteracted by a liberal policy of maintenance, efficient service will be assured and the useful life of the unit greatly extended. On the other hand, a niggardly maintenance policy will result in inefficient service, and the useful life of the unit will be shortened beyond what might reasonably be anticipated. Such a shortsighted policy is quite likely to result in economic loss, as the additional depreciation resulting will more than offset the annual repair cost which apparently has been saved.

*Sound administrative policy requires that the total annual cost of furnishing school-plant facilities be kept as low as possible for the type of service rendered. The achievement of such a result requires a long-term viewpoint instead of the one-year viewpoint which is now so generally followed.*

### Long-Term Comprehensive Maintenance

It is possible to formulate a long-term comprehensive maintenance program, involving not only the replacement of such units of the school plant which have served their useful lives, but also the periodic upkeep operations covering the various elements in the individual units. The formulation of a comprehensive "repair" program should include all items subject to periodic attention and which then becomes more or less routinized. For example, a schedule should be drawn up, indicating for each building, how often the exterior woodwork is to be painted. In like manner, schedules should be drawn up for other elements in the buildings requiring periodic attention — floors, walls, roofs, mechanical systems, etc., as well as for various types of equipment.

The development of such a program requires the scientific determination of the useful lives of the important elements in the structure, and the acquiring of facts covering the most economical means of maintaining these elements in efficient operating condition. As time goes on, it

will indicate faulty materials and uneconomic types of construction which can be avoided in the future.

Productive industry is constantly expending vast sums in research and detailed studies of both the qualities of materials and the most scientific methods of fabrication, for the combined purpose of improving the product and eliminating unnecessary waste. The application of a procedure somewhat similar in the care of the most important items of Maintenance of School Plant, whereby the results of outside research, as well as local experience, might be utilized for future guidance, would be a significant forward step.

A long-term comprehensive maintenance program, if carefully prepared, will insure the performance of necessary periodic repairs at the time of need, eliminate unnecessary outlays of public funds, make automatic the compilation of budgetary estimates for this type of work, and improve the relationship between the central business departments of school boards and the individual schools by insuring an equitable distribution of repair expenditures, having due regard for the needs of the school plant as a whole. It will further tend toward efficiency in the maintenance departments by allowing a more efficient programming of the work to be performed.

### CONVENTION OF PUBLIC SCHOOL BUSINESS OFFICIALS OF CALIFORNIA

A. A. Knoll

The Public School Business Officials' Association of the State of California held its 10th annual convention, March 17 to 20, 1937, in San Francisco, Calif., with more than two hundred persons present. Greetings were had from the president of the San Francisco board of education and from Dr. W. F. Dexter, state superintendent of public instruction.

In the field of school plants a paper was given by J. T. Stafford, district structural engineer of the State Division of Architecture on "Action under Quake, of Buildings not Designed to Resist Lateral Force"; a discussion of unit costs for maintenance of school plants and equipment, by D. D. Cunliff, supervisor of construction for the Los Angeles schools; a paper on perpetual inventory of equipment by Ralph Boyden, accountant of the Alhambra schools; and a paper by Architect Martin Rist on "Special Problems Involved in School Buildings for Physically Handicapped Children."

Personnel problems were discussed by Ralph R. Nelson, actuary for the State Retirement System, in a paper entitled "Retirement System for Non-Certificated Personnel"; by Vierling Kersey, superintendent of Los Angeles public schools in an address entitled "Standards for Professional Services"; and by A. S. Nibecker, Jr., business manager of the Los Angeles schools in a paper entitled "Civil Service in Accordance with the California School Code of 1935."

Auxiliary activities were represented on the program in a paper by Dr. Thomas L. Nelson on "Transportation Costs," and in a paper by John T. Cate, business manager of the Glendale schools, on "State Insurance for Fire on

(Concluded on page 116)

<sup>5</sup>Smith, Harry P., *Business Administration of Public Schools*, Yonkers, N. Y., 1929.

## Selecting an Attendance Officer

C. L. Mosher<sup>1</sup>

Have you, as a board member, ever been squeezed neatly between the wishes and demands of friends, neighbors, and others in the community (whose valued confidence and support are important) and your duty to do what is best for the schools in your charge? Has your wife's brother-in-law ever somewhat shamefacedly asked you to support Bill Smith, a neighbor of his, who needs a job? Has Mrs. Brown related to you the story of her steady support of the community by paying her taxes and concluded with the idea that it is only right that her niece be appointed to a desired position? Has your dentist or your doctor or your merchant or your lawyer or your preacher ever asked your personal support and interest for a particular applicant?

In many instances, of course, requests were made with the expressed understanding that you would do your duty. Was there ever a case where the unsuccessful candidates and their supporters were not disappointed?

There is little to be said in criticism of these practices for they are perfectly natural in our democratic setup and we shall always have them with us. If required to choose between the embarrassments which they sometimes cause and a complete lack of interest on the part of school patrons, voters, and taxpayers, which would eliminate such requests, we could not hesitate to seek their continuance.

What is necessary is a reliable, established plan which gives everyone his chance, enters in his favor every credit to which he can establish a valid right and insists upon doing what is best for the schools.

### A Case in Point

When it became necessary to appoint an attendance officer at Port Chester, New York, two things happened: First, at the suggestion of the superintendent of schools, the board of education adopted the plan of selection recommended by the New York State Commissioner of Education. Second, there came flooding in by mail, by telephone, and by personal appeal to superintendent, board secretary, president of the board, and board members a total of seventy-five applications for the job.

Probably not more than 10 per cent of those applying had any real appreciation of the qualifications needed. In these days particularly (but not exclusively), if one needs a job, the thing is to get it if possible (and hope for the best). To put it otherwise, applicants feel entirely justified in leaving to those in authority the risks of the sometimes sad results of poor appointments. Often appointing authorities of the highest integrity and loftiest intentions need (but do not receive) clarification and explanation of the educational importance, the particular and general requirements, of a school job.

The recommendations above referred to provide in brief:

a) Each candidate shall fill out a form (accompanied by health certificate), which gives personal facts as to health, age, education (general and special), experience (immediate and related).

b) Each candidate shall take a written examination.

c) Candidates whose applications are passable and who are successful in examination present themselves before the board or a committee for interview.

### The Plan in Operation

Based on the ratings established by the above procedure, an eligible list was established and selection for the job made from the first three names.

What were the results?

The number of applicants who met the conditions was, instead of seventy-five, just seven.

Six passed the written test.

Six were interviewed and were placed on the eligible list.

A surprising fact developed. The same three

persons, though not in the same order, were the first three on the list whether the examiner considered only the statements of qualifications filed, only the examinations written, only the interview ratings, or all three combined.

The applicant at the head of the list was selected.

Selection of personnel for school service must be placed clearly and unmistakably upon the good of that service as a foundation. Schools, board members, and candidates all need the aid and protection of a simple, honest, practical plan seeking that end.

It is not enough for administrators and school authorities to mean well. It is necessary to follow a clear-cut defensible plan. There is, of course, no infallible plan where variable human traits and characteristics are concerned. Taking account of all available facts and using this information in connection with impressions gained through personal interview is, nevertheless, a very real and effective protection to all concerned.

## Safety for School Children

The recent disastrous explosion in New London, Tex., rural school, which took the lives of more than 300 children, has prompted attention of school authorities throughout the nation to greater caution and care toward protecting the life and safety of children in the classroom.

In response to the need of precautionary steps, Dr. James Frederick Rogers, consultant in hygiene and health specialist, prepared the following questions for consideration by the school authorities:

1. Is your school building considered fire resistive by your insurance company?

2. If not fire resistive, is your school considered safe?

3. Do all school doors open outward?

4. Are oil, gasoline, cellulose films, or other such materials kept out of the building or in fireproof closets?

5. Is the room housing the heating plant and basement made fire resistive on all sides and ceiling?

6. Is there adequate fire-alarm provision?

7. Are there fire escapes?

8. Are fire escapes adequate to empty a floor in two minutes without crowding?

9. Is fire drill conducted at least once a month?

10. Are there adequate exits, with safety locks, in good condition?

11. Are school buildings free from flies?

12. Is the playground drained and surfaced so that there is a minimum of mud and maximum of use?

13. Are cement walks provided from the street to the school, and from the school to outside toilets, if they exist?

14. Are desks and seats washed before the opening of school term with soap and water?

15. Are pupils who are obliged to sit near the stove protected by a screen from direct heat?

16. Can a minimum temperature of 70 degrees be maintained in cold weather?

17. Are the school windows kept clean?

18. Are the artificial lights so shaded that there is no glare?

19. Is the water supply safe at its source?

20. Are drinking fountains sanitary?

21. Is warm water for hand washing available?

22. Are outside toilets of sanitary construction?

23. Are toilets thoroughly cleaned with soap, hot water, or other cleansing agents at least once a week?

24. Do you consider your school toilets a good object lesson in fixtures and care?

25. Is there ample space for school children to play?

26. Is the school playground so placed or fenced that children cannot run into the street or other dangerous places?

27. Is all apparatus relatively safe and in such condition that accidents cannot occur from faults in the apparatus itself?

28. Are the playgrounds made available for use after school and on Saturdays?

29. Are the remains of food disposed of in a sanitary way and the lunch quarters kept in clean condition?

30. Are health examinations of school children conducted without hurry?

31. Are all pupils showing signs of possible communicable disease promptly isolated and sent home under safe escort?

32. Is the school nurse trained in first-aid work?

33. Is there a first-aid outfit containing the usual materials in your school?

34. Do you feel that you are placing present and future health and safety first in the case of every child in your school and to the best of your resources?

### REPORTS ON NEW LONDON, TEXAS, SCHOOL EXPLOSION

Public reports have been made on the explosion in the New London, Tex., school building.

Dr. David J. Price, explosion expert of the Bureau of Chemistry and Soils of the United States Department of Agriculture, has made his final report on the probable cause of the explosion to Secretary of Agriculture Wallace.

Hon. Edward Clark, Secretary of State Austin, Tex., has in his possession the report on the findings of the Military Court which investigated the disaster. A legislative committee is making an investigation also, under the guidance of Hon. R. M. Leath, member of the Texas House of Representatives, Austin, Tex.

<sup>1</sup>Director of the Attendance and Child Accounting Division, New York State Department of Education, Albany.



# School-Board Members

## Who are Making Educational History in American Cities

### MR. EDWARD FUNKE Secretary, Board of Education, New Holstein, Wisconsin

Only once in several generations does a small community produce a man with characteristics of civic-mindedness to the degree possessed by Edward Funke, the subject of this sketch.

Born and reared in New Holstein where he has spent his entire life, Mr. Funke has served the city for 19 years as secretary of the board of education, for 21 years as its mayor, and at the end of the school year will have completed a period of 50 consecutive years as gymnastic teacher and director of the local Turner Society.

In recognition of his outstanding work in physical education, he was in 1930 given an



Mr. Edward Funke  
Secretary, Board of Education,  
New Holstein, Wisconsin.

honorary degree by the National College of Physical Education at Indianapolis. In honor of his long period of service, the State Turner Society will hold its annual meeting at New Holstein in June, at which time appropriate recognition will be accorded him by the community.

During the period of his service, a small elementary building was completed, courses in art, music, commercial studies, industrial arts, and homemaking have been made a part of the school offering.

By virtue of his unique position as the city's mayor, Mr. Funke was quick to recognize the dangers of centering control of the schools in the hands of politically minded city councils, and for many years has been one of the state's leaders in preaching the gospel of fiscal independence of schools as the only sure guarantee of educational democracy and enrichment of educational opportunity for the children of the state.

As a further gesture of appreciation for his civic services of half a century, the newly developed high-school recreation park will be named the Edward Funke Field in his honor.



Dr. James M. Lantz  
President, Board of Education,  
Lancaster, Ohio.

### DR. JAMES M. LANTZ President, Board of Education, Lancaster, Ohio

Dr. James M. Lantz has been a member of the Lancaster board of education for the past eight years and has served as its president for six successive years. The public press recently announced his unanimous re-election for another year.

Dr. Lantz has manifested unusual adaptability for school-administrative labors. He begins his new term of office with a substantial balance in the school treasury. During his incumbency, a new grade school was constructed, and a six-room addition to the high school is under way.

During the depression the teachers received their salaries regularly. While some cuts were engaged in, it is believed that the entire salary schedule will be back to normal in 1938.

President Lantz has as his immediate associates Vice-President Dr. H. B. Eyman, and Supt. C. L. Beery, who support his advocacy of a replacement fund for building purposes. This means to lay by a specified sum each year toward replacing obsolete buildings without issuing bonds.

### MR. JOHN T. CRIM President, Board of Education, Kilgore, Texas

Mr. Crim has served as a member of the public-school board of Kilgore, Tex., for the past twelve years. For two years he served as vice-president, and during the past three years as president of the board. During Mr. Crim's tenure of office, the public schools of Kilgore have become one of the most progressive and efficient in the state. Expenditures for buildings and equipment totaled \$750,000 during the past four years.

The district has 25,000 oil wells in it and its taxable property is assessed at \$40,000,000. The public-school system now operates a

junior college with an enrollment of three hundred students. A modern and completely equipped college plant, valued at \$250,000, has been occupied.

Aside from Mr. Crim's services on the board of education, he is identified with the city's civic and economic development. He is president of the Meadowbrook Country Club, the owner of the Hotel Kilgore, and the director of the Lions' Club.

Mr. Crim was born in Kilgore, in 1893, and it was here that he received his elementary and high-school education. He attended Austin College, Sherman, Tex. He has always maintained an interest in world affairs and the welfare of mankind. He spent last summer touring the cities of England and the continent of Europe, and spent much time among



Mr. John T. Crim  
President, Kilgore Independent School  
District and College Board,  
Kilgore, Texas.

the buildings on the various grounds of noted universities. He is interested in all sports, particularly football, and did not overlook an opportunity of attending the Olympic games in Berlin.

### CERTIFICATES FOR SUPERINTENDENTS IN ARIZONA

Mr. F. J. Benedict, superintendent of schools, Benson, Ariz., provides the following information: "In Arizona the administrative certificates are required of any administrator in charge of a school or school system with five or more members on the staff. Under the state law these requirements for administrative certificates are three fold: (1) A minimum of three years of successful teaching experience. (2) Eligibility for an elementary or a secondary certificate. (3) A minimum of fifteen semester hours in education in addition to and after securing the baccalaureate degree. These fifteen hours are to be devoted to school organization, administration, and supervision."

Mr. Benedict's information was suggested to supplement the paper of Mr. C. C. Moore in the March issue of the JOURNAL.

# The New London, Texas, School Disaster

A Study by Mr. J. Fred Horn

The explosion in the New London, Tex., school, on March 18, which according to the latest reports, caused the death of 291 pupils and the injury of several hundred additional children, aroused not only world-wide interest and sympathy but called attention in a rather horrible way to the responsibility of school boards for the lives and welfare of children. Newspaper accounts of the accident have failed to provide a clear picture of the situation, and school-board members will, therefore, find the following discussion, prepared by Mr. J. Fred Horn, Director of the School Plant Division of the Texas State Department of Education, of value. Mr. Horn writes in a report prepared especially for the National Council on Schoolhouse Construction:

First, let me say that I arrived at New London about the middle of the morning on March 19 when most of the debris and bodies had been removed. However, I was permitted to examine thoroughly everything that was left and was accorded the privilege of sitting with the Military Board of Inquiry throughout its proceedings, so that I was present and heard all testimonies at the hearing. I say this so you will know that what I have to say is not hearsay or gathered from the newspapers.

The New London school building was a one-story structure approximately 254 ft. long and 50 ft. wide in its main part, and had two wings in addition to an auditorium. You probably saw pictures of some of the structure remaining. These two remaining sections were two stories in height, the floor of the second-story rooms being on the same level as the floors of the one-story remainder of the building. The downstairs rooms in these two-story sections had their floors directly on grade or

fill and most of the auditorium floor was slab-on-fill construction.

The general construction of the building otherwise was spot footings with grade beams around the entire structure that was demolished. The floor was also reinforced-concrete slab approximately 4 in. thick, resting upon these grade beams and supported otherwise by reinforced-concrete beams resting upon piers, forming spans of approximately 12 ft. (the exact distance of span is not certain). Apparently, the concrete floor slab was not poured monolithically with the beams, but was apparently poured immediately after the beams were poured so that there was some bond between them.

The distance between grade and floor slab varied from approximately 2½ ft. to 6 ft., and there were only four vents in the outside foundation or grade beams to allow for ventilation under the floor. These four vents were approximately 12 by 24 in. The only other aperture in this chamber thus formed was an access door (called trap door in the proceedings), approximately four feet square, provided with a hinged wooden door that opened into the shop, making it possible for access to be secured to the space under the building (if you have read newspaper reports you will find this space between grade and floor generally referred to as the "basement").

The gas mains were 2-in. Byers pipe, with malleable-iron fittings, suspended by strap-iron hangers from the floor slab. This gas line under the building was brought in at the southeast corner of the building, carried around the building in loop fashion very close to the outer edge or perimeter of the entire structure, except possibly the two-story newer additions at

the rear. This 2-in. gas pipe under the building had a total length of more than 500 ft. There were approximately 96 ¾-in. or 1-in. connecting pipes run from this 2-in. pipe through the floor slab to gas-steam radiators in classrooms, offices, and corridors.

Testimony indicated that in the chemistry laboratory (where the explosion was probably most violent) there was a hole through the floor slab under each chemistry table, approximately 8 in. by 8 in., through which 1-in. or ¾-in. pipes were brought to supply chemistry tables with gas. These openings were four or six in number. It is not known whether or not water pipes and electric conduits were brought through the same openings.

Originally the gas-line installation, made by a licensed man, was designed for use in connection with a commercial company distributing gas under approximately five-ounce pressure. About a month prior to the explosion, a change was made from the United Gas Company's lines to a residue gas line of a stripping plant. This residue gas was chiefly Butane being returned from the stripping plant to the well for carrying on the operations of the well. The pressure in this line was considerably more than in the commercial line and new regulators were installed to reduce this pressure materially. Whether or not those pressure regulators became inoperative or defective in operation, I was unable to discover.

The construction of the building above the foundation and floor was steel frame, with curtain walls of 8-in. hollow tile and the outside veneer was one course of facebrick; the partitions were 4-in. tile; the ceilings were suspended metal lath and plaster; and, of course, the walls were finished in either metal lath and plaster or plaster on tile. The roof structure was wood rafters, with a fire-resistive outside material, unidentified by me (some of it was tile). In other words, the construction is what I have been considering B type construction, under AIA classification. You might



General view of the wrecked Consolidated School, New London, Texas, a corner of which is still standing as shown in the right center of the picture. — Wide World Photo.





*Removing a Boy Victim of the Explosion.—Wide World Photo.*

consider that it was a light B type construction.

Although many things about the explosion of the New London building can never be exactly known or definitely determined, some of the conclusions that I have drawn from my examination of the premises, my discussions with eye-witnesses and survivors, and my listening to the entire proceedings of the Military Court of Inquiry are as accurate as can be expected. I wish to present them seriatim:

1. The entire portion of the building under which was located a definitely open area between floor and grade enclosed by the grade-beam construction was completely demolished. Other portions of the building were wrecked but not entirely demolished.

2. The explosive power came from an accumulation of gas between the floor and grade.

3. The source of the accumulated gas is uncertain, but it probably came from a leak in the more than 500-ft. loop of gas main underneath the building.

4. The cause of the leak is not determinable, but it probably came from excessive pressure (several pounds) in the main that was designed to carry a pressure of only a few ounces.

5. Ignition of the accumulated gas was probably caused by a spark emitted when a knife switch was pulled, this switch being within a few inches of the access door leading from the shop into the area between floor and grade.

6. The construction of the building and the materials contained therein were not responsible for the explosion. Apparently no explosion was within the hollow tile of the walls.

7. There was no fire in connection with the explosion. The only smoke observed in the ruins was apparently from chemicals stored in the laboratory and no flame was observed by anyone.

8. The gas-heating appliances, known as gas-steam radiators, were apparently not the cause of the explosion or the accumulation of gas.

9. The gas being used in the building was of a much higher BTU content than the usual natural gas distributed by commercial distributing concerns. This probably made the

explosion more violent than it would have been with the use of ordinarily used natural gas. However, any combustible gas under the same circumstances would probably have caused an explosion.

#### Some Suggestions

As I suggested, the observations made seriatim are not to be taken as being absolute, but they are my conclusions drawn from the opportunities I had to examine and observe at the scene of the disaster and in the proceedings of the Military Board of Inquiry. I wish to present a few suggestions for the value that they may have:

a) School officials in school systems using natural gas, whether for central heating plants or for individual space heaters, should have every gas line tested for leakage. This test should be made by competent trained personnel.

b) All safety devices, regulators, etc.,

whether of the automatic type or manually operated, should be carefully inspected by competent men.

c) If any leakage is discovered or any of the safety devices are found to be defective, the gas lines should be severed and capped outside the building until the entire system can be thoroughly repaired or renewed.

d) This inspection should include a thorough going over of all gas pipes leading into chemistry laboratories to determine whether or not their juxtaposition to drains from the chemical-laboratory sinks might be responsible for corroding pipes that might be weakened to the extent that even a minimum pressure would allow leakage to occur in the gas lines.

e) If any gas lines have been in operation for a long period of time, exceptional care should be taken to see that any weakened pipes are renewed.

f) As a precautionary measure, it is advised that no gas be used in gas-distributing systems that do not have malodorants introduced so that the olfactory senses may detect the presence of any quantity of gas. This introduction of malodorants will need to be done by the distributing company. It is my suggestion that if the distributing companies cannot be persuaded to introduce malodorants, the school officials should immediately discontinue the use of gas in school buildings affected.

g) It is advised that it is altogether unsafe for school systems to be connected with gas lines leading direct from the wells, with residue gas lines from stripping plants, or with any gas line other than those belonging to distributing companies authorized to furnish gas for fuel consumption.

h) The suggestions made for testing gas lines, repairing and renewing gas lines, and the introduction of malodorants is to be construed as applying also to those individually installed systems that use Butane and similar liquid gas products stored in tanks under pressure. It is advised that such Butane or liquid gas products have malodorants introduced into them and that school officials refuse to purchase any additional supplies of this nature unless the seller provides for the introduction of said malodorants.

(Concluded on page 115)



*Rescue workers search ruins of the Consolidated School at New London, Texas, for the dead and injured.—Wide World Photo.*

## THE AMERICAN School Board Journal

Edited by Wm. Geo. Bruce and Wm. C. Bruce

### Teacher Participation in Political Campaigns

A WOMAN member of a Massachusetts school committee has come forward with the proposal that teachers be allowed to participate actively in political campaigns. She argues with much energy that the average teacher is well informed on civic affairs and hence especially qualified to mold public opinion in the choice of public men and measures. Her clinching argument is that the teacher has the same rights under the laws of the land that are accorded to other citizens to become an active and dominating factor in the civic life of the community.

All this is true. The teacher may in a public way discuss his or her views on current issues and record a choice at the ballot box. There is no law to forbid this. The rights of citizenship accorded to the teacher are as sacred as those accorded to every other citizen. But to plunge into a political campaign, to become an open champion of this or that issue, of this or that candidate, and to encounter the rivalry and bitterness of those of opposite minds and desires, is quite another matter. The voice of experience tells the tragic story of those who have ventured into the vortex of political turmoil as exemplified in American communities. Thus, if school boards have cautioned teachers not to enter the domain of practical politics, it was to protect them and the schools, rather than to deprive teachers of any rights.

If public-school teachers are not an open and decisive factor in the political life of the community, it is not because of the school boards, but rather because public sentiment will not tolerate it. The teacher who expects to enter the political arena, face the antagonisms and rivalries found there, must also stand ready to accept the punishment, as well as the compensation, which awaits the combatant. Political scores are not settled amicably. A victorious candidate may quickly punish his opponents; a defeated one will have a long memory and bide his time for retaliation and a squaring of accounts. The teacher stands in an exposed position; he is not sacrosanct in his office.

The educators who are loud in making the charge that teachers are deprived of their political rights are usually those who are quite secure in their own positions. They ignore the penalties which await teachers who plunge into political turmoil and contention, and forget that it is the very nature of democratic community action that forbids the schoolmaster from becoming a politician.

Citizens engaged in industrial, commercial, financial, and professional activities do not, as a rule, find it expedient to engage actively in political warfare. In fact, many of them would deem it a handicap to do any active campaigning for this, that, or the other candidates. They do not enter the political turmoil in an aggressive way, but they enjoy the privileges of citizenship just the same. They prefer to go about the duties and obligations they owe their government in an unostentatious way. When the proper time comes they express their choice of public servants among their acquaint-

tances and at the ballot box. The teacher may likewise exercise his full rights of citizenship without impairing his or her professional status.

### Status of Teacher Supply and Demand

THE economic trend of the country which affected all forms of employment in the field of industry and commerce, did not spare those engaged in the professional service. Thus, the unemployed in the profession of teaching, more especially in the larger cities, reached an alarming figure.

It was estimated a few years ago, that some 200,000 trained teachers were without positions. This surplus cannot, however, be charged to any marked reduction in the school service as it is accounted for in an overproduction of teacher talent.

Reports from state and private teachers' agencies indicate that the demand for teachers has met with a steady improvement during the past two years.

Here it must be noted that many graduates of teachers' colleges have found their way into other occupations, more particularly in commercial lines. Thus, it may be reasonably assumed that the number of unemployed teachers is considerably reduced in 1937 over the figures that obtained in 1930.

### The Schoolhouse and Industrial Research

THE evolution of the modern schoolhouse constitutes an interesting chapter in the story of school administration. The simple beginnings found in the boxlike structures which dotted the countryside and towns of the last century have been succeeded by structures which are as different from the early buildings as Diesel-motored trains are different from the first railroad cars.

If it is true that the modern American schoolhouse is unequaled by the schoolhouses in any country of Europe, the question may well be asked, What are the contributory forces responsible for this achievement? Have the architects and engineers led in innovations of planning and construction? Have sanitary and heating engineers provided the improvements in their fields? Have the schoolmen evolved ideas out of their intimate understanding of the daily use of schoolrooms.

An honest review of innovations in school building leads to the conclusion that but little has been contributed directly by the schoolmaster. His chief help has been the discovery of needs and shortcomings in arrangement and equipment and his formulation of the exact improvement desired. Temperature-control devices, blackboard moldings, movable chair desks, laboratory tables, underwater observation of swimming pools, and small items of equipment are the outstanding inventions of schoolmen for school use.

To the architects and engineers who have specialized in schools belongs the credit for the greatest number and variety of special school-building improvements. Unit ventilation, artificial blackboarding, ventilating windows, wardrobes, safety-exit latches—are only a few of the many things of lasting value for safety, comfort, and efficiency of schools.

So far as construction materials are concerned it must be said that general technological advance in all fields has helped to better the design and construction. Very few things have been developed solely for schools. Thus, the modern school structure reflects the contribution of thousands of scientists,



architects, engineers, and inventors. New materials, new methods, new ideas in design are all combining in the direction of better buildings and consequently better schools.

It rests with those intrusted by school boards with the planning of new school structures to avail themselves of the offerings of science as well as the arts of architecture. It is the combination of the two out of which the essential economy and utility must be attained. The modern school structure must continue to improve if it is to make a valuable and, we might say, an indispensable contribution to the cause of popular education.

### Shall Teaching Become a Craft?

**T**HE question has been asked recently, Shall teaching become a craft or a profession? The noisy activities of certain teacher groups and teachers' papers have made this question a natural one and may cause at least a reconsideration of some recent alignments to which large numbers of teachers have committed themselves.

For many years the teachers' organizations have sought recognition as members of a learned profession. They have pointed to the high intellectual and moral requirements of the teacher, and to the broad cultural and technical education needed to enter the teaching ranks; they have co-operated effectively with all movements to raise the legal standards of entry and continuance in service; they have promulgated more or less effective codes of ethics; they have insisted upon the social and political necessity of their service to a democracy, a service fully equal, in importance and effectiveness, with that of medicine and the law, and only slightly below that of the ministry. In only one detail have they been unwilling to follow the three ancient professions. They have not embraced their state of life publicly by a formal act of loyalty or an oath of office. They have not made the solemn dedication of themselves to their calling which the older professions consider so sacred.

The labor-union type of organization which considerable numbers of teachers have joined in recent years, represents a distinct movement away from professionalism. It means that the teachers who have joined these organizations consider themselves primarily skilled workers, all doing similar tasks. It means that the occupational interests of teachers are tied up with those of labor and that the outcomes or objectives of their work are on a par with those of labor. It means that they deny a special dedication of themselves to the welfare of childhood and the welfare of the state which education is expected to foster. It means that they accept a divided allegiance under which situations may arise when the dictates of a labor organization and the instruments of force used by labor may take precedence over the welfare of pupils and of the United States.

What if anything may be said in criticism of the abandonment of a philosophy of professional service on the part of trade-union teachers, it should be remembered that the school boards are ultimately responsible for the many situations which have caused teachers to seek relief. The political character of the appointment and promotion system in many cities, the lack of security in office, the severity of interference with personal rights and privileges, the low salary schedules, all have contributed to make teachers feel that they have not achieved the social position and the economic security which

they deserve. The entire neglect on the part of superintendents to recognize the ability of teachers to contribute to the solution of many administrative and supervisory problems have also led teachers to move in the direction of craft affiliations.

If teaching is to become a profession and is to contribute as it should to human welfare in a democratic society, the first recognition of its importance must come from the school boards and the superintendents. These representative officials of the community must set up every condition that will make teachers want to hold fast to high professional standards and to class themselves as public servants whose first and only loyalty is to the schools and to the Republic.

### The Season of School Commencement

**T**HE season is advancing when the school authorities are in the throes of the final preparations for commencement. For members of the school board and for the superintendent, who are not in the midst of the hurly-burly, this season may well be used to examine local policies and to re-evaluate programs and costs, in the light of achievements and outcomes.

Whether the community has adopted a student-speaker type of program, or a demonstration and exhibit type, or a pageant, or a survey and interpretation type, it is well to be honestly critical and to determine what the results have been for the pupils, for the school, and for the community. If a distinguished speaker has been employed, has he shot over the heads of the audience? Or, has he bored teachers and children to tears? Has the class given some evidence of its acquired knowledge and skills? Has the president of the school board participated? Has the superintendent had a message? Has the principal been more than a perspiring manager behind the scenes?

It has been proved, even in the color and festivities which attend graduation exercises, be they of the elementary- or high-school type, that a sensible talk to the parents as to the future of their children, the fundamentals of success in life, the choice of a career, and the true objectives of life and living are always in order. And the talk may well point out that parents have duties and obligations in the education of their children. And finally, it would not be amiss to add what Mr. Van Loon said at New Orleans: "My children, blessed are you because you were privileged to be born in a land of responsibility."

### School Authorities Awakened to the Cause of Safety

**T**HE horrible accident which befell the school at New London, Texas, in which hundreds of children lost their lives, has awakened school authorities everywhere to greater caution in the direction of safety. Hundreds of school systems have inaugurated investigations as to the safety of the school buildings within their charge.

While accidents such as came to the Texas schoolhouse are not likely to be repeated elsewhere, it follows nevertheless that common caution and care should and must continue throughout the year in keeping the school plant within lines of safety. The dangers which may lurk in the equipment can best be obviated when these are known. Hence periodic surveys of the school plant are quite in order.

# An Occupational Opportunity Survey, Wausau, Wisconsin

Everett C. Hirsch, Superintendent of Schools

The faculty of the commercial department of the senior high school at Wausau has for years attempted to make the work of the department more efficient and practical by keeping in close touch with local employers and the development of local industries. About two years ago, it decided that if a survey were made of all occupational opportunities in the city, embracing every industry and every type of business, the data thus accumulated would enable the teachers to better guide the students so that upon graduation they would be trained to take advantage of local opportunities for employment. It was believed that such a survey might point definitely to the need for additions to the curriculum to provide the types of training called for locally, and that it would lead to the elimination of other courses which have lost their significance in the modern world.

## Preparation of the Project

The project was submitted to the principal of the senior high school and to the superintendent of schools and was given unqualified approval. It was placed under the direct supervision of Mr. R. E. Burton, head of the department, with special instructions to organize the findings of the survey so that they could be made to serve as a basis for the organization of comprehensive educational and vocational-guidance programs for the Wausau schools. The local employers were at first indifferent to the plan, and some were openly

skeptical, but eventually more than 98 per cent of all the employers in the city co-operated wholeheartedly in promoting the project. The survey was confined strictly to business opportunities in Wausau because these differ in each city and it is necessary to make an individual study in each case in order to attune curriculum offerings to the particular needs of the community. A standard questionnaire, prepared by Ellsworth W. Brooks in a study entitled "A Standard Procedure for Administering Occupational Surveys," and used as a master thesis at the State University of Iowa in 1933 was adopted, with some alterations, as a basis for a general questionnaire giving the minimum information required. Each employer was asked the following seven questions about each different position on his payroll:

1. The minimum age at which employees are hired.
2. The number of new employees hired during the past twelve months.
3. The minimum salary paid per week.
4. Preference for male or female workers.
5. Number of present employees.
6. Experience required for beginners.
7. Educational requirements for beginners (indicate minimum):  
a) Grade school.  
b) High school.  
c) Vocational school.  
d) Business college.  
e) College or university.

The manager of the Wausau branch of the

Wisconsin State Employment Service supplied a list of the names and addresses of all the industries, business concerns, and professional people who actually or potentially are employers in Wausau. The list was then checked with the records of the Chamber of Commerce and with the city and telephone directories. The names of 677 possible employers were typed separately on 3 by 5 cards. These were then filed in alphabetical arrangement and the names of the organizations typed to serve as a check list.

The information was gathered by the personal interview and questionnaire method. Twenty six senior girls of the high-school commercial department were carefully selected to interview all the employers listed and obtain the information desired. Before they were sent out for interviews, the girls were given careful preparation. This included dramatization of the proper approach to employers. These dramatizations were made by several of the girls before the group. Procedures were studied and criticized, suggestions were made, and finally a general method of approach was adopted for all of the interviewers. Each girl was given a portfolio containing a letter of introduction from the secretary of the Chamber of Commerce, together with the necessary questionnaires. These were of two kinds, (1) commercial and (2) industrial, as shown. Figure 1 shows the commercial questionnaire and Figure 2 that used when interviewing industrial employers. Girls were sent out in pairs for their first interview in order to gain confidence and experience, and each pair was assigned a particular section in the city and given a list of employers to interview. After the first interview, they were asked to return to the high school for a general group meeting so that experiences could be exchanged, the reactions of employers noted, and suggestions given on

(Continued on page 60)

| Commercial and Industrial Occupational Opportunity Survey<br>Wausau, Wisconsin—May, 1935  |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
|---|-------------------------------------|--|------------------------------|---|---|------|------------------------------|---|--|---|--|----|---|---|---|---|---|
| Kind of business you are engaged in (as wholesale, retail, etc.)  |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| and Line (as hardware, etc.)  |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| INSTRUCTIONS: You are asked to answer seven questions concerning the different Commercial positions you have in your business. NOTE the sample columns already filed in. M at the head of the column means male and F female. |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
|   | 1                                   |  | 2                            |   | 3   |      | 4                            |   | 5  |   | 6  |    | 7 |   |   |   |   |
| COMMERCIAL  | Minimum age employees will be hired | Number new employees hired during the last twelve months | Minimum salary paid per week |   | Do you prefer male or female workers check with X |      | Number you now have employed |   | Is experience required of beginners check with X |   | Educational Requirements<br>1. Grade school<br>2. High school<br>3. Vocational school<br>4. Business College<br>5. College<br>Check least you will accept. |    |   |   |   |   |   |
| POSITION  | M                                   | F  | M                            | F | M   | F    | M                            | F | M  | F | Yes  | No | 1 | 2 | 3 | 4 | 5 |
| SAMPLE  | 17                                  | 16   | 3                            | 2 | \$20  | \$15 | X                            |   | 5  | 3 | X  |    |   |   |   |   |   |
| Accountants   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Bookkeepers   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Bookkeeper and Strongman  |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Cashiers  |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Bill Clerks   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Entry Clerks  |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| File Clerks   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| General Office Clerks   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Mail Clerks   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Shipping Clerks   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Stock Clerks  |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Time Clerks   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Traffic Clerks  |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Collectors  |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Delivery Boys   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Office Boys or Messengers   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Retail Salesmen   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Wholesale Salesmen  |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Secretaries   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| stenographers   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Telephone Operators   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Typists   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Wrappers  |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| List others   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |

| Commercial and Industrial Occupational Opportunity Survey<br>Wausau, Wisconsin—May, 1935  |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
|---|-------------------------------------|--|------------------------------|---|---|------|------------------------------|---|--|---|--|----|---|---|---|---|---|
| Kind of business you are engaged in (as wholesale, retail, etc.)  |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| and Line (as hardware, etc.)  |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| INSTRUCTIONS: You are asked to answer seven questions concerning the different Industrial positions you have in your business. NOTE the sample columns already filed in. M at the head of the column means male and F female. |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
|   | 1                                   |  | 2                            |   | 3   |      | 4                            |   | 5  |   | 6  |    | 7 |   |   |   |   |
| INDUSTRIAL  | Minimum age employees will be hired | Number new employees hired during the last twelve months | Minimum salary paid per week |   | Do you prefer male or female workers check with X |      | Number you now have employed |   | Is experience required of beginners check with X |   | Educational Requirements<br>1. Grade school<br>2. High school<br>3. Vocational school<br>4. Business College<br>5. College<br>Check least you will accept. |    |   |   |   |   |   |
| POSITION  | M                                   | F  | M                            | F | M   | F    | M                            | F | M  | F | Yes  | No | 1 | 2 | 3 | 4 | 5 |
| SAMPLE  | 17                                  | 16   | 3                            | 2 | \$20  | \$15 | X                            |   | 5  | 3 | X  |    |   |   |   |   |   |
| Architects  |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Barbers   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Beauty Shop Operators   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Bookbinders   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Bookstalls  |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Bushmen   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Cabinetmakers   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Craftsmen   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Drycleaners and Dyers   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Electricians  |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Elevator Operators  |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Engravers (Jewelry)   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Flourists   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Interior Decorators   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Marionettes   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Mechanics (Auto)  |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Molders   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Pattern Makers  |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Plumbers  |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Shoe Repairers  |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Tailors   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Truck Drivers   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| Welders   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |
| List others   |                                     |  |                              |   |   |      |                              |   |  |   |  |    |   |   |   |   |   |

Forms used in collecting the information for the commercial and industrial occupational opportunity survey at Wausau, Wisconsin. It will be noted that the students who collected the information were required to write in simple figures and letters in order to record the statements of employers.





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### HEYWOOD-WAKEFIELD

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(Continued from page 58)

how to conduct further interviews. The objective of each interview was to come away with the questionnaire filled in rather than to have the employer take it and promise to mail it later. Many promises of this nature turn out to be polite refusals, or the questionnaire is mislaid and forgotten, and the desired results are correspondingly inadequate and incomplete.

#### Information on Occupational Opportunities

In order to be effective, the survey had to secure almost complete coverage of possible occupational opportunities. Most of the girls were successful at the initial interview and brought back the questionnaire properly filled in. It was discovered, however, that one group made the mistake of showing the employer the questionnaire before telling him it would require only a few minutes to fill it out if he would appoint someone in the organization to give the information so that it could be recorded properly. This fault was corrected in later interviews. It was evident that if an employer saw the length of the questionnaire before he was informed that all of the items it contained did not apply to his particular business, he would be inclined to tell the interviewers to leave it and that he would mail it later. This, of course, was to be avoided if possible.

The 26 girls worked afternoons for about three weeks before completing the survey. The results were then tabulated on master sheets, filed, and made readily available for reference. It cannot be overemphasized that

all surveys of this kind, to be successful, must be well organized at the start. Proper preparation is imperative. All of the people concerned, particularly those who are sent out to make interviews, must be well informed as to its purpose and must be "sold" on the idea. About three days before the interviews were started, the local daily paper published a lengthy, front-page article informing employers and the general public about the survey and the worthwhile purpose for which it was being made. This paved the way, and, in fact, without the co-operation of the press the task would have been much more difficult.

The results have amply justified the time and energy which were devoted to the survey. Employers more readily come to the school for needed help and realize that every effort is being made to give the young people of the community the training which will enable them to fit into local commercial and industrial life, with the least possible percentage of maladjustment, and with the minimum degree of preparatory special training required. Lists are kept of available positions and of all persons who are being suitably trained to fill them. The list is kept alive; no obsolete material is allowed to encumber its files. Since the survey was made a greater proportion of graduates of the high school have found local employment than ever before.

One point which needs to be stressed is the fine co-operation given by many employers. One large department store turns over its entire establishment to the commercial department one day each year. The girls serve as clerks, keep the accounts, and take general charge of sales under the supervision of a few

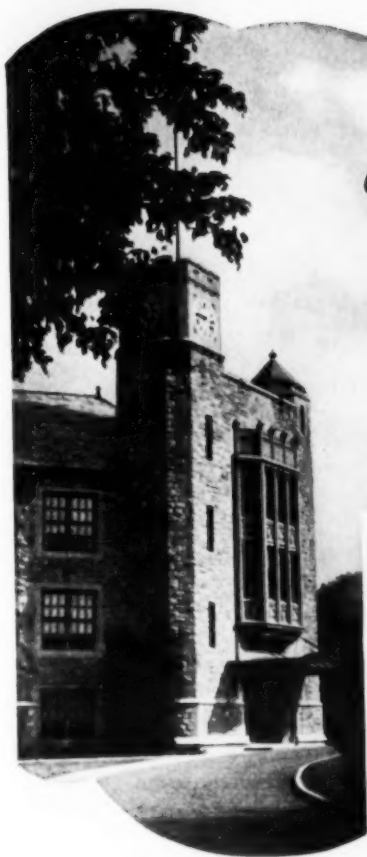
managers. Careful records are kept and the project is well advertised. Results show that on these particular days the store experiences no falling off in sales and mistakes which occur are surprisingly few in number, considering the magnitude of the enterprise, and the inexperience of the working personnel. In addition to being good business for the store, a large number of young commercial students gain invaluable practical experience in selling methods and procedures.

The occupational survey has more than lived up to the hopes of its sponsors because it has served as a guide for reorganizing the commercial curriculum in the high school. For instance: a dictaphone has been added to the equipment of the department due to the fact that the survey showed that there was a demand in the community for trained dictaphone operators. The survey also revealed that 53 per cent of the young people recently hired by local concerns were placed in selling positions. This pointed the need to a thorough course in salesmanship and that has been added to the curriculum. On the other hand, it was shown that more time was devoted to teaching the mechanics of typing than was needed for the stenographic work required here so the typing course was cut from four to two semesters. An added advantage of this change resulted in the freeing of many typewriters which are now available for students who wish to take typing for strictly personal use as an aid in college work or as an addition to their general training.

The survey also showed that students need more general training than the school was

(Concluded on page 62)





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Efficient, effective, economical . . . No. 5 Costello Double Sewed Blackboard Erasers are made of the finest all-wool erasing felts. They are doubly sewed to the rigid back to prevent twisting and curling . . . are durable to withstand long, hard classroom usage. Noiseless, free of excess sizing and foreign particles that scratch and mar blackboard surface, you can be sure of the finest schoolroom performance when you specify Costello Double Sewed Erasers.

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(Concluded from page 60)

offering, so one semester of foods or clothing and one semester of art appreciation was added to the commercial course to serve as a background for selling and consumer information. The foods or clothing course provides fine training for young people in selling positions such as clerks and assistant managers and the course in art appreciation gives valuable training in color harmony and blending to those who have to arrange color schemes, window decorating, etc.

The trend of modern business requires that students have more adaptability and versatility than formerly because of the greater number of different types of positions which they enter. To meet this need, courses in business organization and practice have been added because these courses outline problems that must be understood in order to succeed in a business organization. These courses are carried only by seniors who, in order to be eligible, must have previously had the proper training background leading up to them; such training consists of courses in commercial geography, commercial law, economics, and two semesters of bookkeeping, so as to understand the budgeting end of business. In conclusion it may be said that as a result of the survey, the high-school commercial curriculum has been completely revised and more definitely geared to the practical needs of the community.

### School Law

#### School Lands and Funds

The establishment and maintenance of public schools is a governmental function within the jurisdiction of the general assembly, whose power,

subject to constitutional limitations, is plenary and whose discretion is not reviewable.—*State ex rel. Anderson v. Brand*, 5 Northeastern reporter (2d) 531, Ind.

The legislative power over the establishment and maintenance of public schools is not exhausted by exercise, and the schools may be continued or discontinued, and the school system may be changed, or one system substituted for another as often as the legislature may deem it necessary or advisable in the public interest.—*State ex rel. Anderson v. Brand*, 5 Northeastern reporter (2d) 531, Ind.

In establishing schools and enacting laws for their regulation, and in licensing teachers and providing for their tenure, the general assembly acts for the benefit of the public, and not for the benefit of the teachers.—*State ex rel. Anderson v. Brand*, 5 Northeastern reporter (2d) 531, Ind.

#### School Districts

A statute regarding the organization of community high-school districts gives the county superintendent no discretionary power, and his only function is to determine whether the petition is *prima facie* compliance with law; his action being in administrative capacity and not as a judicial officer (Smith-Hurd Ill. Stats. c. 122, § 97).—*Frye v. Hunt*, 5 Northeastern reporter (2d) 398, Ill.

#### School-District Government

Holdover, as well as newly elected members of a city board of education are held to constitute a board, which had the right to fill a vacancy created by the resignation of a holdover member for the unexpired term under the statutes (Ky. statutes of 1936, §§ 4399-28, 4399-30).—*Spurlock v. Spradlin*, 98 Southwestern reporter (2d) 480, 266 Ky. 164.

The failure of three of the six members of a city board of education to attend three successive meetings created no vacancies to be filled by the remaining members, where the board took no action on such a failure (Ky. stats. 1936 § 4399-

29).—*Spurlock v. Spradlin*, 98 Southwestern reporter (2d) 480, 266 Ky. 164.

The trustees of the schools are a corporation created by the state through legislative enactments granting to a corporation its sole powers, which powers may be withdrawn at the will of the legislature.—*People ex rel. Gill v. Trustees of Schools*, 4 Northeastern reporter (2d) 16, Ill.

#### School-District Property

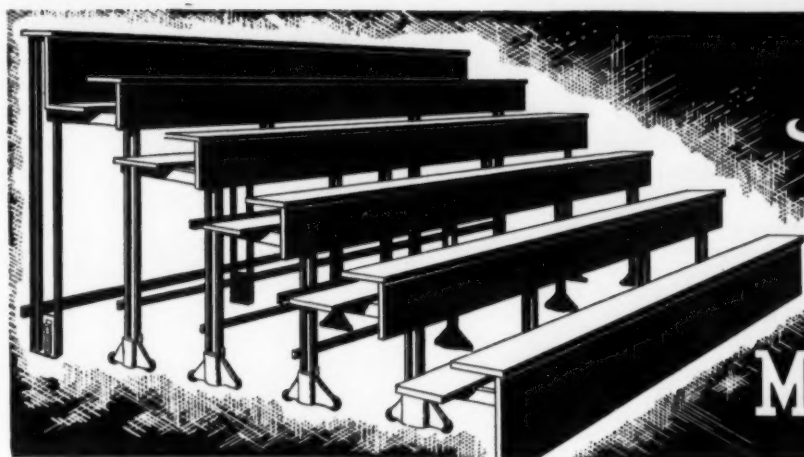
A school district was held not liable for injuries sustained by a pupil who was struck by a bat which flew from the hands of another pupil while they were playing a game of baseball on the school grounds during school hours as part of the physical-education course which the pupil was required to take, where a verified demand for damages was not filed until more than five months after the accident; a statutory requirement that a claim for injuries be filed within 90 days after an accident is mandatory (Calif. statutes of 1931, p. 2477, § 1; Calif. statutes of 1933, p. 2148, § 4; Calif. school code, § 2.801, as amended by the Calif. statutes of 1931, p. 2487).—*Kenney v. Antioch Live Oak School Dist.*, 60 Pacific reporter (2d) 590, Calif. App.

Although the bond given by a contractor for school improvements and the contract between the school authorities and the contractor must be read together to determine the intention of the parties and to fix the responsibility of the surety, where the parties directly concerned limit the surety's liability, the limitation must be regarded.—*Massachusetts Bonding & Insurance Co. v. U. S. Radiator Corporation*, 97 Southwestern reporter (2d).

A board of education is not liable for injuries sustained by a pupil who fell from a gymnasium apparatus called a monkey bar, maintained in the yard of a school which the pupil attended, where general superintendence would not reasonably have avoided the accident, the requirement of specific supervision of apparatus involved would be unreasonable, since no part of the apparatus was in a state of disrepair, and the risk

(Concluded on page 64)





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II.

"From then on I began to take form. Those Medart press shop and machine shop mechanics are fast. Believe me, I was rarin' to go, and one day when someone said I was completed I expected to take my place with the rest of the family. But I had much to learn about the conservative policy of the Medart factory when a new product is being developed. Just when I expected to receive official approval, a big husky mechanic attacked me with wrenches and other gadgets and soon I lay scattered all over the place.



VI. "The boys in the Advertising Department have prepared a sort of biography they call a catalog. In it you will find me fully illustrated and described. If you want to know all the things about me that I am too modest to mention, write for a copy of Medart Gym Seat Catalog GS-No. 1. Meanwhile, when you think of Gym Seats—remember 'Medart'."

III.

"That Chief Engineer was responsible for my plight. He said some part of my 'innards' was not just 100 per cent and that he didn't give a hoot and a snowball how long it took, he was going to make that little part of me RIGHT or bust! All the time he was trying to either 'bust' or perfect that part of me, I was forced to lay there and watch thousands of Medart Lockers, endless shipments of Basketball Backstops, Gymnasium and Playground Apparatus, and a whole lot of Medart Lockerobes step proudly forth through the Shipping Room on their way to schools all over the country. Believe me, I was mortified.

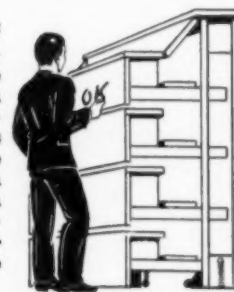


IV.

"Well, the Chief didn't 'bust' because one day he came back with a brand new part of me and then things really happened. I was assembled in no time at all, tested, checked, and tested again. This went on for several weeks and finally the Chief wrote the letters 'O' and 'K' on me and I knew what that meant. A delegation from the front office came down to look me over and I proudly went through my paces without a hitch. I guess the Chief knew what he was doing after all.

V.

"Now I am a full fledged member of the Medart Line of School Equipment and Apparatus, and like the other members of this well known group, I am what is called 'precision-built'. They say I am several times stronger than is necessary and the ease with which one person can operate me is a revelation. When telescoped, I occupy a very minimum of valuable floor space and—but, I am beginning to sound a little like I am bragging about myself.



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| Shelby, N. C., Schools      | Oklahoma Military Academy |
| Moultrie, Ga., Schools      | Needles, Calif., Schools  |

(Concluded from page 62)

of falling from the apparatus was assumed by those who made use of it.—*Miller v. Board of Education Union Free School Dist. No. 1, Town of Oyster Bay*, 291 N. Y. Sup. 633.

A school district is a public agency or a trustee, established to carry out the state's policy to educate its youth, and the legislature may change such agencies, and control and direct what should be done with the school property.—*Kelley v. Brunswick School Dist.*, 187 Atlantic reporter 703, Me.

A board of education operating a lunchroom under the authority of a statute is not liable for damages sustained by a pupil from eating food containing foreign substances purchased at the lunchroom (Ohio general code, §§ 4749, 4762-1).—*Elias v. Norton*, 4 Northeastern reporter (2d) 146, 53 Ohio App. 38.

#### Teachers

The purpose of the Indiana teachers' tenure statute is to promote good order and the welfare of the state and school system by preventing the removal of capable and experienced teachers at the political or personal whim of changing officeholders, and to limit the plenary power of local school officials to cancel contracts. It is not the purpose of the statute to limit the power of future legislatures to change the laws affecting teachers and their tenures (Burns' annotated statutes of 1933, § 28-4307).—*State ex rel. Anderson v. Brand*, 5 Northeastern reporter (2d) 531, Ind.

Where a school superintendent informed a teacher by letter that the quality of her work was such that there was no place for her, and that her resignation would be accepted, the teacher's communication in answer thereto in which she indicated her desire that her name appear under resignations rather than on the list of teachers dropped was held to be a resignation, as against the contention that the severance of a relationship thereafter was an unlawful termina-

tion of tenure (Burns' Ann. Stats. of 1933, § 28-4307).—*Board of School Commissioners of City of Indianapolis v. State ex rel. Bever*, 5 Northeastern reporter (2d) 307, Ind.

Where a married teacher signed an employment contract with the knowledge of a provision that the contract should become void upon her marriage, the teacher could not recover for an alleged breach in refusing her permission to teach, and the school district was entitled to cancellation of the contract (Mo. annotated statutes, §§ 9209, 9210, pp. 7081, 7083).—*Taggart v. School Dist. No. 52, Carroll County*, 96 Southwestern reporter (2d) 335, reversing (App.) 88 Southwestern reporter (2d) 447, Mo.

The maintenance of a special room and class for backward pupils being optional with the school board, the board had the power to discontinue such class and to dismiss the teacher (Calif. school code, § 5710).—*Schwabach v. Board of Education of San Luis Obispo High School Dist.*, 60 Pacific reporter (2d) 984, Calif. Pacific reporter (2d) 984, Calif.

A clause in a teacher's contract authorizing the school board to terminate the contract at any time, for any reason, on thirty days' notice, was held not invalid under a statute authorizing the cancellation of a teacher's contract and the discharge of a teacher for any good cause (Iowa code of 1935, § 4237).—*Independent School Dist. of Town of Ogden, Boone County v. Samuelson*, 270 Northwestern reporter, 434, Iowa.

Under the Kentucky statute, providing that no member of a board of education should vote for the employment of any person related to such a member, and requiring the "entire" vote of the remainder of the board in case of the appointment of such person, the word "entire" is synonymous with "undivided," and means that the applicant must secure the undivided or unanimous vote of the remainder of the board (Ky. supplementary statutes of 1934, § 4399-22).—*Hall v. Boyd County Board of Education*, 97 Southwestern reporter (2d) 38, Ky.

#### Pupils

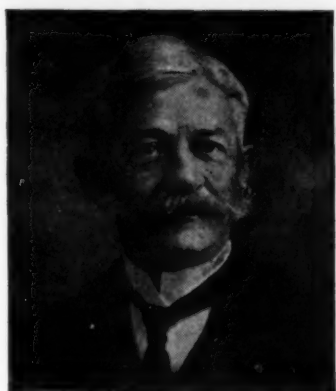
Under the North Dakota statute, a school board has been held without the power to impose a tuition charge on a resident pupil of school age who had failed to complete the high-school course within the prescribed time on account of indifference and indolence, notwithstanding that the school board had wide discretion in the management of the schools (N. Dak. complete laws of 1913, §§ 1229-1285, 1251, subsec. 11, 1343; N. Dak. laws of 1935, c. 260; N. Dak. constitution § 147 et seq.).—*Batty v. Board of Education of City of Williston*, 269 Northwestern reporter 49, N. Dak.

#### Pupils and Conduct of the Schools

The action of a school district in designating an ungraded school, in which the schoolwork required of each pupil was determined on an individual basis and was dependent on the proficiency of the child, for the attendance of a child who was an unfortunate victim of infantile paralysis and lacked the ability to meet the standards of a graded school, was held not an unreasonable exercise of authority as regards whether the parent's failure to cause the child to attend such a school constituted an offense (Iowa code of 1935, §§ 4227, 4410, and 4411).—*State v. Ghrist*, 270 Northwestern reporter 376, Iowa.

A statute authorizing boards of education to do all things necessary for "the promotion of the thorough education of the children" is held not to authorize the expenditure of money to taxi children to and from school, and hence the school district cannot compel a grant of state aid for an expenditure of money for such service (Mich. complete laws of 1929, §§ 7104, 7156 (i.r.); Mich. public acts of 1933, No. 236, § 7; Mich. public acts of 1935, No. 121).—*Township School Dist. of Bates, Stambaugh and Iron River Tps. v. Elliott*, 268 Northwestern reporter 744, 276 Mich. 575.





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### *School Administration News*

#### **NEW GUIDANCE PROGRAM INTRODUCED IN PASADENA, CALIFORNIA**

For a number of years guidance has been regarded by prominent educators as the very cornerstone of a successful educational program. It has been contended that the homeroom activities must play a great part in this guidance service. In connection with the guidance program, homerooms have been established, with the regular teachers in charge of the guidance service.

In Pasadena, it is recognized that it is not possible for all teachers to be good homeroom teachers. They cannot be expected to perform guidance projects successfully. It has been the consensus of opinion that in placing guidance activities in the hands of the general teacher a handicap is put on the service at the very beginning. It may be just as injurious to expect all teachers to carry on a guidance program as to expect all teachers to teach music or art.

The administrative staff in Pasadena recognizes that many flaws and weaknesses have crept into the plan in the Eliot Junior High School as well as in other schools. Due to these deficiencies, it is believed that the program is not as effective as it might be, so that steps will be taken to remedy the situation.

While it has been conceded that two of the most important activities in a junior high school are clubs and group guidance, it is recognized that these are being carried out less effectively than the classroom work. Study of the situation has led to the belief that the condition is due to a number of things among which are a lack of realization on the part of teachers of the importance of these activities; and the fact that there has been no chance to select teachers

qualified for the work.

In an effort to lessen the difficulties encountered, it has been decided to adopt the following procedure:

1. The teachers are relieved of club and guidance work, lessening the teacher load.
2. More and equal time is given to guidance and club activities.
3. These activities are placed at a time of the day when they will be conducive to rich experience.
4. Some choice is allowed on the part of the teachers.

In the operation of the plan, it has been decided to change the name of the homeroom to conference period, indicating a change of group instruction. The title of the teacher is changed to conference teacher. The length of the period is increased to fifty-five minutes and placed in the middle of the forenoon. The number of teachers is decreased from thirty-six to eighteen by the following method:

1. Five minutes have been taken off of each of the six class periods, leaving a fifty-minute class period and these thirty minutes are added to the twenty-five-minute period daily, which is used for conference and club activities concurrently.
2. The teachers in guidance work are given two conference periods of the same grade level and the teachers who selected clubwork are given two groups of the same club or two different clubs. For instance, a teacher having one group on Monday and Thursday has another group on Tuesday and Friday. This leaves Wednesday free for assembly. The group of students having conference on Monday and Thursday have clubwork on Tuesday and Friday, and vice versa. Each club similarly repeats itself on opposite days.
3. Where possible, it has been arranged that seventh and eighth conference teachers teach pupils in a subject, and pupils are assigned to conference accordingly.

#### **WHAT HAPPENS TO SCHOOL SURVEYS**

A comprehensive survey of the Cincinnati, Ohio, public-school system covering all its various departments, functions, activities, personnel, and the costs incident thereto, was ordered by the board of education in May, 1934. A staff of educational experts, headed by Miss Bess Goodykoontz of the United States Office of Education, carried on the study which also entered into an examination of the character and quality of the educational program and was completed a year later. The report was published in July, 1935, by the Cincinnati Bureau of Governmental Research.

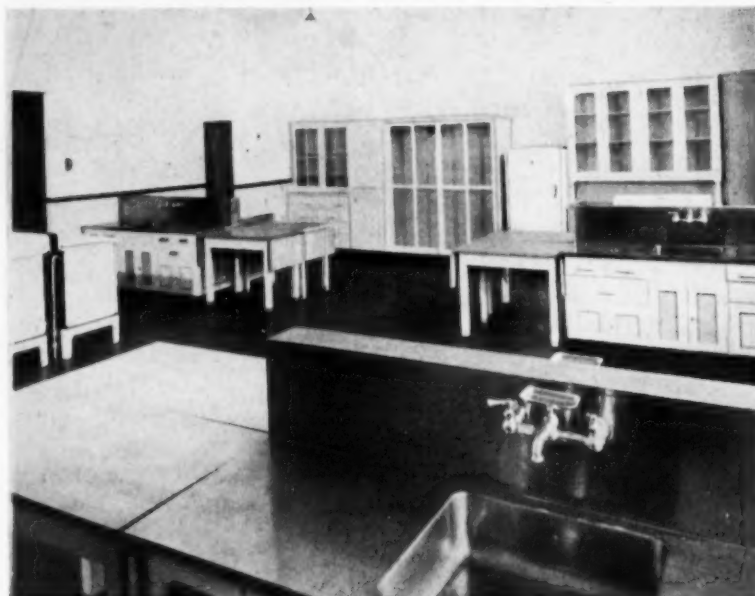
Appreciating the value of a periodic appraisal of the school system, the board of education had directed that the survey be an exhaustive one and that specific findings and recommendations be made to that body. The study covered every phase of the educational and administrative labors engaged in by the school system.

Elementary and secondary education, vocational education and industrial arts, exceptional children, pupil achievement and adjustment, teacher personnel problems, salaries and salary schedules—all received attention. The study, too, concerned itself with the work of the board of education, the organization of the superintendent's office, community relations, the administration of business affairs, the finance problems, the school plant, etc.

At regular meetings of the board of education held in March, 1937, the board of education took up seriatim the recommendations of the survey staff for improvements in the business administration of the schools and for the improvement of education at the elementary level. The several specific changes urged in chapters 23 and 5 were discussed and acted upon.

In considering the business affairs, the board specifically voted not to adopt a recommendation for changing the present organization on the

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basis of a survey conducted in 1930 and refused for the present to change the titles of the functional divisions of the business department.

The following recommendations were tabled: "That in keeping with the plan of unit organization and the titles of the two assistant superintendents in the department of instruction, and as already recommended in chapter 14, the head of the department of business administration be officially designated as assistant superintendent in charge of business affairs.

"That the responsibility for transportation, insurance, bonds, real estate, rentals, and other matters of general business be definitely assigned to the division of finance in the department of business affairs.

"That the boiler-insurance coverage be increased from \$20,000 to \$100,000 because of the large number of high-pressure boilers.

"That the handling of funds and responsibility for them be centralized further in the finance division, including such funds as tuition, sales of obsolete equipment, and rentals of school buildings.

"That payroll dates be adjusted so that comparable monthly payments will result."

### Education at the Elementary Level

In dealing with the recommendations made in reference to the elementary schools, the board of education found that many of these were in the hands of competent members of the professional staff. The recommendations call for a revision of the kindergarten curriculum, the development of reading readiness, a closer co-operation between principals and their assistants, greater uniformity in teaching technique, etc.

A recommendation "that committees of teachers, principals, and supervisors be appointed to assist in the selection of educational supplies, including textbooks in keeping with new courses of study," was referred to the superintendent.

Likewise, the following two recommendations were referred to the superintendent: "That a

study of time schedules be carried on for the purpose of producing some degree of desirable uniformity in terminology, subject emphasis, and time allotments in keeping with the results of scientific studies. A copy of each teacher's program should be on file at the administrative offices.

"That the work of the elementary principal be made an opportunity for educational leadership through provision of adequate clerical help and through training in service in the principles of supervision and the systematization of office routine."

### HAMDEN MARKING SYSTEM

The public high school in the town of Hamden, Conn., is completing a second year of experiment with an original marking system.

Under the new system of marking, every student, three times a year, takes home an envelope containing a "statement of progress" made out by the homeroom teacher and the subject teacher. It tells whether or not the general quality of work is satisfactorily based on the student's ability. Also, whether the student has given evidence of satisfactory growth in the use of power to learn; the use of power to think independently; in general school citizenship; ability to complete tasks assumed; making contributions to group activity; consideration for the rights of others; respect for and use of materials and equipment; the use of initiative.

A statement is sent home periodically and the process of checking on pupil growth and keeping in touch with the home is continuous. Parents respond by coming to the building for interviews with teachers and counsellors.

### ADMINISTRATION

♦ New Braunfels, Tex. The board of education has added new courses in music and physical education. The teaching staff has been increased by 10 per cent, and teachers' salaries have been raised to the predepression level. The budget

has been increased to meet the growth of the city and the revision and improvement of the curriculum.

♦ Chicago, Ill. The board of education has taken steps toward the construction of an industrial high school for the teaching of trades. The school will comprise a series of buildings, each devoted to the teaching of a particular trade. Construction work on the school will be started in the summer or early fall.

♦ Forest Park, Ill. A revision of the high-school curriculum of the Proviso Township high school has been undertaken, under the direction of Superintendent Sifert. The program will cover a period of years and will include the development of new courses and the revision of old ones. Plans have been made for an enlarged physical-education program with the completion of a new field house.

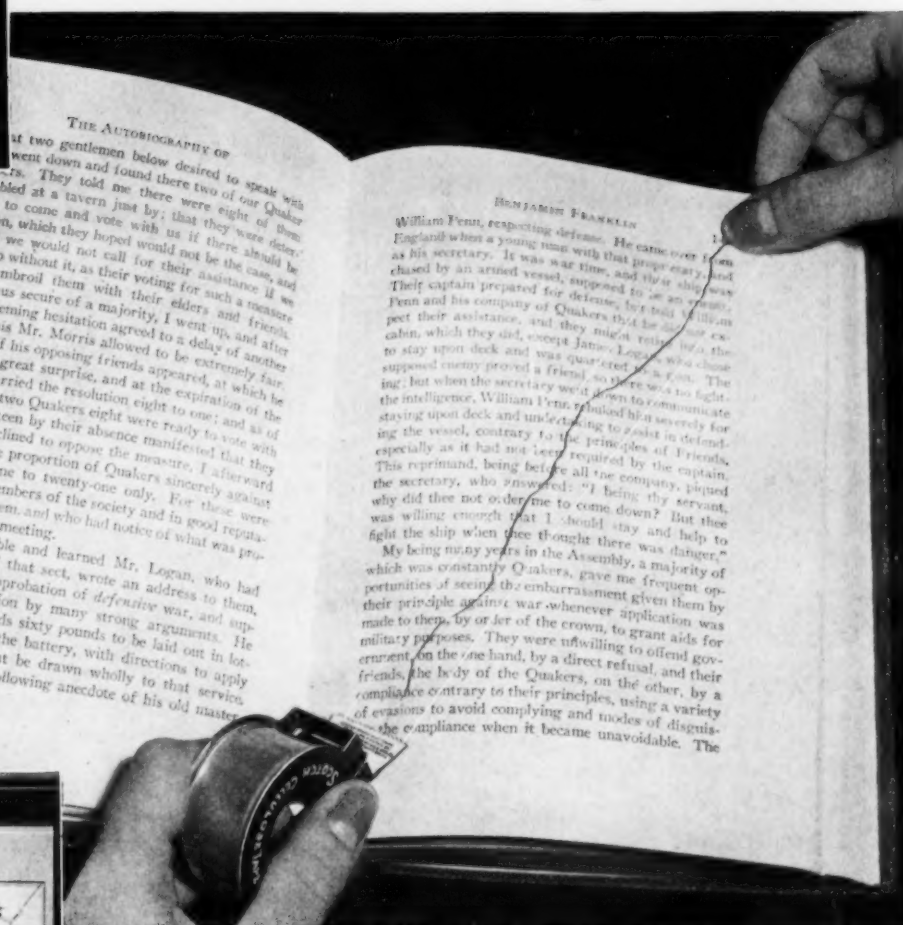
♦ Chicago, Ill. Supt. William H. Johnson has presented a proposal to the board of education, calling for the exclusion of all freshmen at the Lane Technical High School, in order to relieve the overcrowding in the school. It is planned to accommodate first-year students at schools in their respective districts.

♦ Darlington, S. C. A full-time librarian was employed for the first time this year. The board has added books to the amount of \$1,000 since the opening of the schools last September. A physical director for girls, and one for boys, have been employed for the high school. A new set of bleachers has been installed on the athletic field.

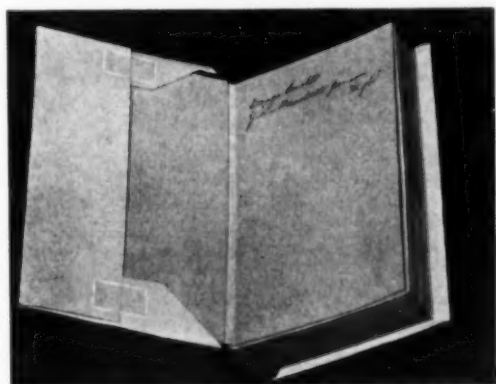
♦ Walla Walla, Wash. The board of education has effected an arrangement for bringing textbooks up to date and revising the school curriculum. It is the policy of the board to provide more adequate instructional supplies and equipment than has been possible in the past.

♦ Augusta, Ga. The Richmond County board of education has approved plans for renovating the offices of the board of education. The work will be completed at a cost of \$2,000.





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## Schoolhouse Construction Under Federal Aid

It may be of some interest at this time to note just what federal aid, since its inauguration, has accomplished in the field of schoolhouse construction throughout the United States. Out of the total number of construction projects financed by the government, the school projects comprise 39.4 per cent in number and 22.9 per cent in cost of the total estimated expenditure.

The added seating accommodations afforded to pupils is estimated at 1,389,655. This represents 5,235 new school buildings, and improvements on 1,100 existing school buildings. Of the Nation's 3,098 counties, 1,666 have one or more PWA projects. Thus, during the past three years, 70 per cent of the school projects received federal aid. PWA grants amounting to \$213,832,458 for educational buildings will

result ultimately in school construction, the estimated cost of which is \$550,353,913.

In every instance, the local community bears the major part of the cost. Under the first PWA program, the government grant was 30 per cent of the combined expenditure for labor and materials. The grant under the programs authorized by the Emergency Relief Act of 1935 and the First Deficiency Appropriation Act, of the fiscal year 1936, was in an amount not exceeding 45 per cent of the total cost of the projects. The applicants have themselves contributed \$252,249,633 obtained from sources other than the Federal Government, while the total PWA allotments amounted to \$298,104,280, of which \$84,271,822 were loans which will be repaid to the Federal Government.

The cost of new elementary and high schools constructed with the aid of PWA is \$469,005,001; colleges and universities, \$71,370,244; other educational institutions, \$5,099,210; and libraries, \$4,879,358. This does not include nearly \$15,000,000 for educational buildings constructed under the direct supervision of the Federal Government. Such projects include Indian schools, improvements to the Naval Academy at Annapolis and the Military Academy at West Point.

To date, approximately \$385,000,000 has been spent on the construction of PWA school projects. This expenditure has provided 126,000,000 man-hours of direct labor at the construction site, and 567,000,000 man-hours of indirect labor in the mining, transportation, and manufacture of construction materials and supplying consumers' goods and services.

### A Change in Federal Policy

When the government inaugurated the plan of federal aid, it granted 30 per cent of the cost of the project, while the balance of 70

(Concluded on page 72)

Summary of Completed PWA Non-Federal School Projects  
ERA 1935 and ERA 1935 Supplemental Programs  
March 10, 1937

|                   | No. of Projects | Total Estimated Cost |
|-------------------|-----------------|----------------------|
| Alabama           | 36              | \$ 3,961,496         |
| Arizona           | 7               | 583,634              |
| Arkansas          | 17              | 1,227,178            |
| California        | 90              | 6,111,832            |
| Colorado          | 23              | 1,821,872            |
| Connecticut       | 14              | 1,242,258            |
| Delaware          | 5               | 325,033              |
| Dist. of Columbia | ..              | ..                   |
| Florida           | 32              | 1,183,571            |
| Georgia           | 76              | 3,199,657            |
| Idaho             | 9               | 891,985              |
| Illinois          | 61              | 6,135,132            |
| Indiana           | 88              | 7,593,199            |
| Iowa              | 74              | 4,018,028            |
| Kansas            | 36              | 2,473,031            |
| Kentucky          | 30              | 1,492,546            |
| Louisiana         | ..              | ..                   |
| Maine             | 5               | 275,244              |
| Maryland          | 11              | 1,437,885            |
| Massachusetts     | 30              | 3,611,410            |
| Michigan          | 61              | 4,515,171            |
| Minnesota         | 59              | 5,050,918            |
| Mississippi       | 43              | 1,340,395            |
| Missouri          | 35              | 1,812,350            |
| Montana           | 7               | 709,454              |
| Nebraska          | 44              | 1,692,154            |
| Nevada            | 10              | 475,124              |
| New Hampshire     | 8               | 512,967              |
| New Jersey        | 16              | 2,232,219            |
| New Mexico        | 10              | 573,497              |
| New York          | 39              | 4,540,250            |
| North Carolina    | 29              | 3,738,811            |
| North Dakota      | 32              | 985,092              |
| Ohio              | 101             | 8,211,873            |
| Oklahoma          | 29              | 3,155,394            |
| Oregon            | 43              | 3,715,241            |
| Pennsylvania      | 135             | 7,951,918            |
| Rhode Island      | 2               | 160,000              |
| South Carolina    | 35              | 2,459,466            |
| South Dakota      | 24              | 1,158,388            |
| Tennessee         | 28              | 1,810,175            |
| Texas             | 150             | 6,909,098            |
| Utah              | 15              | 1,556,076            |
| Vermont           | 2               | 131,364              |
| Virginia          | 36              | 2,997,275            |
| Washington        | 45              | 3,873,983            |
| West Virginia     | 9               | 659,309              |
| Wisconsin         | 30              | 1,644,500            |
| Wyoming           | 8               | 355,454              |
| Alaska            | 3               | 159,689              |
| Hawaii            | ..              | ..                   |
| Puerto Rico       | ..              | ..                   |
| Total             | 1,732           | \$122,672,506        |

Summary of Applications For Non-Federal School Projects  
Approved by PWA Examining Divisions  
March 10, 1937

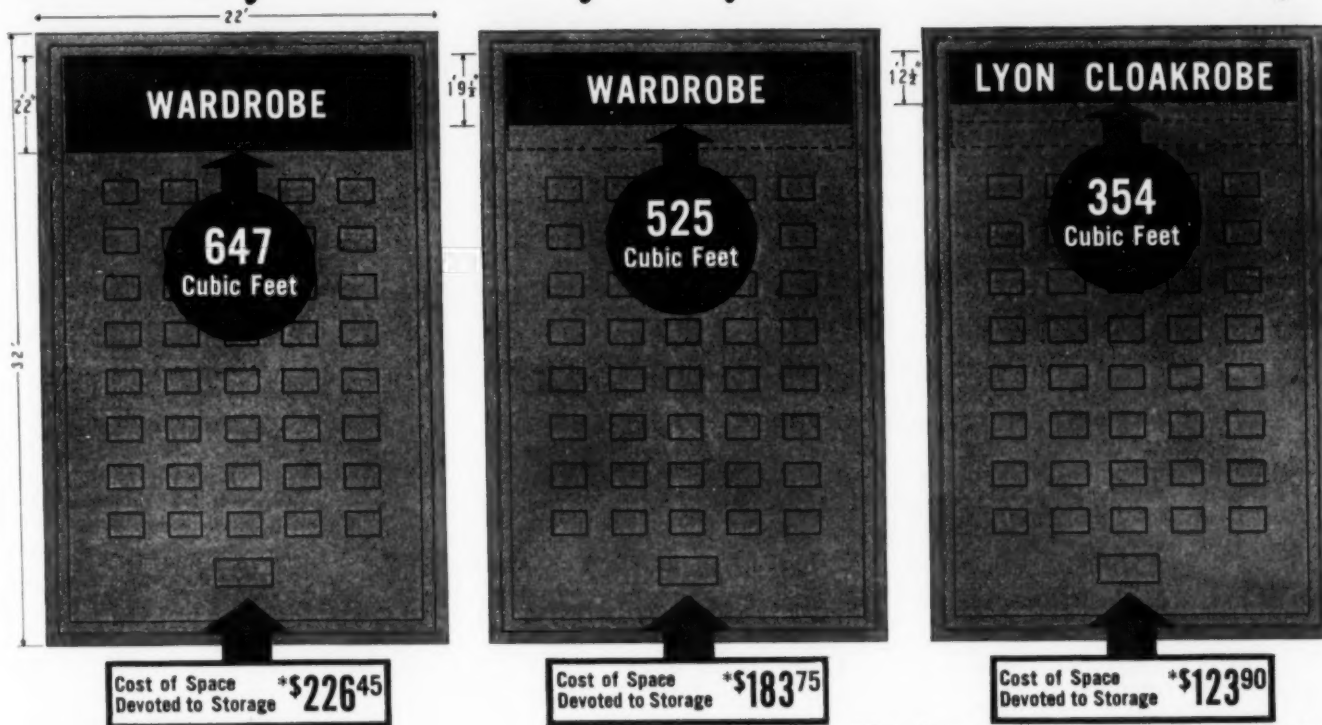
|                   | No. of Projects | Total Estimated Cost |
|-------------------|-----------------|----------------------|
| Alabama           | 10              | \$ 909,676           |
| Arizona           | 10              | 407,909              |
| Arkansas          | 5               | 392,731              |
| California        | 74              | 14,892,286           |
| Colorado          | 7               | 655,438              |
| Connecticut       | 6               | 937,300              |
| Delaware          | ..              | ..                   |
| Washington, D. C. | ..              | ..                   |
| Florida           | 20              | 2,631,187            |
| Georgia           | 45              | 4,159,738            |
| Idaho             | 14              | 1,933,584            |
| Illinois          | 52              | 7,266,413            |
| Indiana           | 45              | 6,735,881            |
| Iowa              | 32              | 3,704,499            |
| Kansas            | 37              | 4,279,665            |
| Kentucky          | 33              | 2,773,393            |
| Louisiana         | 15              | 552,220              |
| Maine             | 4               | 814,255              |
| Maryland          | 4               | 981,090              |
| Massachusetts     | 11              | 1,507,341            |
| Michigan          | 38              | 6,259,955            |
| Minnesota         | 47              | 8,032,738            |
| Mississippi       | 18              | 1,654,659            |
| Missouri          | 40              | 9,466,989            |
| Montana           | 15              | 2,219,354            |
| Nebraska          | 12              | 1,078,317            |
| Nevada            | 2               | 105,152              |
| New Hampshire     | 6               | 2,066,702            |
| New Jersey        | 36              | 9,090,606            |
| New Mexico        | 2               | 214,545              |
| New York          | 115             | 84,771,316           |
| North Carolina    | 31              | 4,305,046            |
| North Dakota      | 2               | 64,757               |
| Ohio              | 108             | 26,149,530           |
| Oklahoma          | 13              | 2,566,291            |
| Oregon            | 18              | 955,127              |
| Pennsylvania      | 28              | 6,659,697            |
| Rhode Island      | 5               | 1,811,923            |
| South Carolina    | 12              | 1,723,877            |
| South Dakota      | 8               | 430,636              |
| Tennessee         | 23              | 2,779,144            |
| Texas             | 168             | 16,697,798           |
| Utah              | 9               | 1,119,229            |
| Vermont           | ..              | ..                   |
| Virginia          | 46              | 5,964,880            |
| Washington        | 43              | 3,590,871            |
| West Virginia     | 8               | 2,236,232            |
| Wisconsin         | 46              | 8,670,627            |
| Wyoming           | 3               | 93,636               |
| Alaska            | 4               | 233,877              |
| Hawaii            | 5               | 754,289              |
| Puerto Rico       | 6               | 986,364              |
| Total             | 1,341           | \$268,288,770        |

Summary of Non-Federal School Projects Under Construction or Under Contract  
ERA 1935 and ERA 1935 Supplemental Programs

|                   | No. of Projects | Total Estimated Cost |
|-------------------|-----------------|----------------------|
| Alabama           | 19              | \$ 1,980,572         |
| Arizona           | 2               | 698,896              |
| Arkansas          | 11              | 1,543,237            |
| California        | 82              | 36,598,038           |
| Colorado          | 16              | 1,552,126            |
| Connecticut       | 12              | 2,670,780            |
| Delaware          | ..              | ..                   |
| Dist. of Columbia | ..              | ..                   |
| Florida           | 13              | 1,449,661            |
| Georgia           | 21              | 2,193,396            |
| Idaho             | 15              | 989,520              |
| Illinois          | 53              | 17,712,676           |
| Indiana           | 36              | 7,236,631            |
| Iowa              | 21              | 1,499,635            |
| Kansas            | 31              | 3,186,144            |
| Kentucky          | 35              | 7,333,738            |
| Louisiana         | 4               | 303,600              |
| Maine             | 9               | 804,763              |
| Maryland          | 6               | 21,172,555           |
| Massachusetts     | 24              | 6,560,274            |
| Michigan          | 24              | 3,989,950            |
| Minnesota         | 35              | 4,011,398            |
| Mississippi       | 27              | 3,725,664            |
| Missouri          | 30              | 5,347,808            |
| Montana           | 16              | 2,669,120            |
| Nebraska          | 13              | 2,152,259            |
| Nevada            | 1               | 81,818               |
| New Hampshire     | 8               | 1,235,574            |
| New Jersey        | 22              | 6,662,593            |
| New Mexico        | 5               | 1,563,026            |
| New York          | 98              | 45,809,650           |
| North Carolina    | 19              | 3,800,932            |
| North Dakota      | 8               | 970,645              |
| Ohio              | 64              | 10,682,678           |
| Oklahoma          | 27              | 5,262,580            |
| Oregon            | 8               | 982,136              |
| Pennsylvania      | 114             | 35,033,203           |
| Rhode Island      | 3               | 1,230,120            |
| South Carolina    | 10              | 2,357,277            |
| South Dakota      | 15              | 1,221,198            |
| Tennessee         | 20              | 4,519,258            |
| Texas             | 39              | 10,074,453           |
| Utah              | 5               | 1,086,000            |
| Vermont           | 1               | 130,909              |
| Virginia          | 25              | 4,029,555            |
| Washington        | 27              | 3,823,470            |
| West Virginia     | 8               | 858,170              |
| Wisconsin         | 31              | 4,978,924            |
| Wyoming           | 5               | 411,601              |
| Alaska            | 2               | 178,000              |
| Hawaii            | 2               | 124,290              |
| Puerto Rico       | 2               | 1,147,272            |
| Total             | 1,124           | \$285,637,773        |



# SAFE, SANITARY CLOTHES STORAGE WITH *Money-Saving Space Economy*



• Teacher easily opens 10 doors simultaneously, by opening one master control door. Lyon Cloakrobes may be used as free standing wardrobes against classroom or corridor walls.

● Providing ample space . . . individual clothes storage . . . full air circulation about garments . . . single master door control . . . the new *Lyon Cloakrobe* permits substantial savings in building costs.

In a 10-room school of typical 22'x32' 40-pupil classrooms, with floor-to-floor height of 13'4", these savings often run as high as \$1,239.00. Sketches above show difference in wall depth requirements between Cloakrobes and two conventional school wardrobes . . . all three recessed for operating with a ventilating system.

Built of steel . . . Lyon Cloakrobes are fire-resisting and durable . . . fitted with close-fitting, quiet-operating doors that will not warp, shrink, bind or sag. Mail coupon for complete architectural details, including data on variation of interior arrangements . . . methods of recessing . . . and distinctive principle of ventilation.

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**LYON** *Service*  
SCHOOL EQUIPMENT

LYON METAL PRODUCTS, INCORPORATED, Aurora, Illinois

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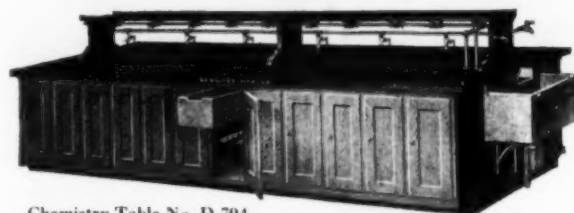
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Combination Padlock No. K-45A



Ever-Hold Adjustable Stool No. E-1824



Storage and Display Case No. BL-50

(Concluded from page 70)

per cent was met by the locality. Eventually the grant was increased to 45 per cent, while the locality was expected to meet the balance of 55 per cent. A new policy provides that the grant is equal in amount to the wages paid to workers who are certified for relief by the United States Employment Service.

The statement which has been made that no further PWA funds are available is untrue. The government still has a hundred million dollars for grants on approved projects.

## THE SERVICE OF COUNTY SCHOOL OFFICERS

Martin E. Williams, Superintendent of County Schools, Tripp County, Winner, South Dakota

The average schoolman hardly realizes the amount of service rendered by school-board members and officials when it is considered that this service is purely civic, that it holds no hope of reward, and that it involves numerous and continuous sacrifice of time and of personal interests. An appreciation of this service inevitably grows.

At the annual meeting of the school officers of Tripp County, S. Dak., the school-board members present were requested to provide information concerning their length of service so that certain statistics might be compiled. Two hundred and twelve members of rural school and town school boards responded to the request, and provided the information from which the following brief tabulation was developed:

| Ages of School Officers:            |          |
|-------------------------------------|----------|
| Youngest school officer .....       | 24 years |
| Oldest school officer .....         | 76 years |
| Average age of school officers..... | 49 years |

## Continuous Years of Service on Present School Board in the Various Positions of the Board:

|  |           |
|--|-----------|
| Greatest length of service .....                             | 22 years  |
| Average length of service .....                              | 5.3 years |
| Length of Service in one Particular Position, such as Clerk: |           |

|   |          |
|---|----------|
| Greatest length of service .....                                    | 18 years |
| Average length of service .....                                     | 8 years  |
| Number of Years Board Members Have Lived in Their Present District: |          |

|   |            |
|---|------------|
| Greatest number of years .....                            | 28 years   |
| Average number of years .....                             | 16.7 years |
| Number of Years Board Members Have Lived in Tripp County: |            |

|   |            |
|---|------------|
| Greatest number of years .....                            | 30 years   |
| Average number of years .....                             | 22.1 years |
| Number of Years Board Members Have Lived in South Dakota: |            |

|                                |            |
|--------------------------------|------------|
| Greatest number of years ..... | 57 years   |
| Average number of years .....  | 22.8 years |

Miscellaneous Information:  
Number of school officers that have served in some other district .....

32  
Number of school officers that have held some school-board position other than the one that they are now holding..... 50

The question concerning the problems and difficulties of school-board members resulted in statements, from which the ten following most important difficulties were arrived at:

1. Hiring satisfactory teachers.
2. Keeping patrons interested in maintaining a good school.
3. Purchasing needed supplies and equipment for the school.
4. Financial troubles.
5. Keeping school records correctly.
6. Petty jealousies among residents of the district.
7. Teachers not supervising the playground.
8. Dealing with people, who are interested only in saving money for the school district.

9. Some board members will not attend school officers' meetings.

10. Disregard of school law by certain board members.

## Teachers' Standards Raised

A ruling of the Indiana State Board of Education, passed at its March meeting, raised the standard of preparation for all teachers from two to four years. A four-year course for all teachers' colleges has been approved and will go into effect in the fall of this year. Effective November 1, 1937, all students who enroll in teacher-training courses can be accepted for four years only. June graduates of this year may still be accepted for the two-year courses, which will be discontinued as the four-year classes get under way.

## The Boy Scout Movement

"Scouting has for its objectives proper character building and training. It aims to utilize the leisure time of the boy to a constructive advantage. It undertakes to deal with boys as individuals and as members of the patrol or troop. It brings them in contact with selected leadership, men who are clean, wholesome-minded, and possessing qualities of recognized good character."

—Glenn O. Swing, Superintendent of Schools, Covington, Ky.

## THE AASA APPRAISES ITS CONVENTION

(Concluded from page 44)

tunity, especially at the afternoon sessions, for active participation as speakers on the convention program. As a means of doing this it might be desirable to canvass each state for a list of effective and available speakers.

"The policy of having laymen speak at the convention should be continued. Such lay speakers, however, should discuss topics in their own fields of specialization."



## *Floors of Armstrong's Cork Tile Insure* **LESS NOISE...MORE COMFORT...BETTER HEALTH**



### **IN ST. GREGORY'S KINDERGARTEN, CHICAGO**

*In the kindergarten of St. Gregory's School, Chicago, the floor is Armstrong's Cork Tile in a light and dark checkerboard design.*

*Quiet comfort in this kindergarten room in St. Gregory's School is provided by the attractive floor of Armstrong's Cork Tile.*



**T**EACHERS and pupils in St. Gregory's Kindergarten, Chicago, benefit three ways because the floors are Armstrong's Cork Tile.

**FIRST:** these floors are *quiet*. They are almost noiseless under the impact of running feet, dropped toys, and banging furniture.

**SECOND:** Cork tile floors are *comfortable*. The resilience of cork lessens shock and fatigue and makes these floors restful for teachers who are on their feet constantly.

**THIRD:** Cork tile floors are *warm* and *draft-proof*. They resist the passage of heat. Thus, they help to keep rooms at a more even temperature all year round.

In libraries, study halls, classrooms, and offices, Armstrong's Cork Tile floors reduce distracting noises. These long-wearing floors require very little of the janitor's time. Simple daily dusting and occasional washing and waxing keep them fresh, serviceable, and beautiful for years.

For schools and colleges, Arm-

strong manufactures the only complete line of resilient floors: Cork Tile, Linoleum, Linotile, Accotile, and Reinforced Rubber Tile. For complete information and color-illustrated copy of "Cork Tile Floors," write now to Armstrong Cork Products Co., Building Materials Division, 1212 State St., Lancaster, Pa.



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## Dangers of Tax Limitations as Seen by Educators

The State of Pennsylvania has under consideration a constitutional amendment, which provides that the limit of the taxation of real estate shall not exceed a total of ten mills, said amendment to go into effect in 1943.

Supt. H. O. Dietrich, of Norristown, Pa., has made a study of the effects of tax limitations on real estate, from the standpoint of the educator, and in doing so brings to his service the best experience and conclusions on the subject.

"Tax-limitation laws in the forms in which they now exist," says Superintendent Dietrich, "do not come from tax economists. The limitation laws today are the result of popular unscientific tax thought. Thus, they are strong in popular support and weak in scientific attitude."

"Tax economists argue that tax limitations do not limit. However, when one studies all the phases of limitation, one soon finds that tax limitation fosters a most dangerous type limit. Tax limitation does limit fundamental social service. Let us not forget that most municipal services were founded because private initiative failed or was unable to supply them on a large scale."

### A State-Wide Tax-Limit Law

Superintendent Dietrich then shows that a state-wide tax-limit law may do untold damage in that it necessarily ignores the needs of the several units therein and the relative ability to supply these needs. He continues:

"Those of us who cannot afford to employ private tutors to educate our children, cannot hire private fire companies, private police forces, private health protection. Property tax limitation means governmental service reduction, unless there are ample other resources. Thus, it places a ban upon efficient public officials. No one is willing to accept the responsibility for public health service, police protection, schools, unless proper resources are provided to do an efficient piece of work. It seems to me tax-limit reform of the present form is not only a waste of time but childish logic. The way to stop an overflowing bucket is to turn the faucet, not dip with a cup. We do need capable, efficient public officials so badly, let alone binding them head and foot by a moronic financial pillar."

"We have always held that citizens have a right to individual initiative, desires, services, so long as these needs and desires do not interfere with those of others. Cities, towns, and the various municipal divisions are all located in different topographical surroundings, they vary in size, their industries differ, their social demands are different. Certainly this is rather unintelligent in application and antidemocratic."

"Tax limits do not limit the total taxes. Tax-limit laws must stand and fall, not by themselves, but in relation to the problems facing the entire state. A good law must be known by the social purposes it encourages. Very often some tax reform follows a tax-limit law. This is contrary to safeguarding

social services. Tax reforms should precede any tax-limit laws, and the reform must provide more service than the displacement, otherwise nothing has been gained. Any law having social service in mind must be positive in principle, it must be constructive. Remember that an efficient service once destroyed cannot readily be restored. New sources of revenue should be found before any tax limit should be passed."

### CALIFORNIA SCHOOL TRUSTEES WILL MEET IN FRESNO

The California School Trustees' Association will hold its 1937 meeting in Fresno, from October 8 to 9.

Information concerning the meeting and the speakers may be obtained by writing to Mrs. Florence Porter, secretary, 407 Professional Building, Bakersfield, Calif.

### ANNOUNCE EIGHTH ANNUAL SCHOOL ADMINISTRATORS' CONFERENCE

The eighth annual School Administrators' Conference will be held June 10 to 12, in the George Peabody College for Teachers, Nashville, Tenn. Prof. Dennis H. Cooke, of the department of school administration, Peabody College, will be in charge. An extensive commercial exhibit has been planned.

### COMING CONVENTIONS

May 3-8. National Congress of Parents and Teachers, at Richmond, Va. Dr. Wm. H. Bristow, Washington, D. C., secretary.

May 17-21. National Recreation Association, at Atlantic City, N. J. H. S. Braucher, New York, N. Y., secretary.

June 21-24. National Conference on Visual Education, at Francis W. Parker School, Chicago, Ill.

June 21-26. American Library Association, at New York City. C. H. Milam, Chicago, Ill., secretary.

June 22-24. Nebraska All-State Educational Conference, at Lincoln. C. A. Bowers, Lincoln, secretary.

June 27-July 1. National Education Association, at Detroit, Mich. W. E. Givens, Washington, D. C., secretary.



# Garland Texas, Equips New High School with Standard Electric Program Clock

● attractive main entrance to the new Garland High School.



● East, North, South, West — wherever you find new, modern, well planned schools — there you will also find the new modern Standard Electric Time and Program Equipment, "Making Every Minute Count." And Garland, Texas, is no exception.

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Branch Engineering Offices in Principal Cities



## Teachers' Salaries

### NEW ALBERT LEA SALARY SCHEDULE

The board of education at Albert Lea, Minn., has adopted a new single-salary schedule which applies to all members of the school faculty, with the exception of the superintendent, the junior- and senior-high-school principals, the elementary-grade supervisor, and the agricultural instructor. It is a basic schedule, taking into consideration the type of training which each teacher has received, together with her possession of a degree and years of experience.

Under the schedule, a teacher with two years' training and holding a diploma or degree, will begin at a minimum salary of \$1,000 and will advance at the annual rate of \$50 up to a maximum of \$1,400 at the end of the ninth year of service. A teacher with four years' training and a diploma or degree will begin at \$1,200 and will advance to \$1,800 at the end of the nine-year period. Teachers with five years' training and a degree will begin at \$1,300 and will advance to \$2,100 at the end of the ninth year.

Administrative and supervisory officers will receive pay according to the schedule, with extra allowances for responsibility as follows: (a) principals of buildings with 8 or less classrooms, \$100; of buildings with 9 to 12 classrooms, \$150; of buildings with 13 or more classrooms, \$200. (b) Heads of departments, head coaches of major athletic teams, \$200.

Under the rules governing the schedule, new teachers will not be given more than two years' allowance for teaching experience outside of the local system.

All increases in salary under the schedule will be based upon merit and efficiency and will be given only upon the recommendation of the superintendent and with the approval of the school board. No increases will be given until

the qualifications and the rules of the board are met. No increase in excess of two years' local experience will apply, pending an adjustment of the schedule.

Teachers who render outstanding and conspicuous service to the school system or community will be given an extra allowance upon the recommendation of the superintendent and with the approval of the board. This allowance will be equivalent to the increment for one year of additional local experience.

### NELSONVILLE ADOPTS NEW SALARY SCHEDULE

The board of education of Nelsonville, Ohio, has adopted a new salary schedule for professional workers based upon training, experience, and merit. Since it is difficult to use the element of teaching merit in connection with a schedule, this item is considered only where merit is markedly present and then only by special action of the board. While the schedule is somewhat below that of some wealthier city districts, it is more liberal than some districts which have more wealth back of each child. The schedule covers 31 years.

Teachers with two years' training but having no experience will begin at \$800, and will advance at the rate of \$30, up to a maximum of \$950 at the end of eight years. Teachers in this group will continue to receive the maximum of \$950 during the next 19 years. Teachers with two and one-half years of training will begin at \$850, and advance at the rate of \$30 up to a maximum of \$1,060 at the end of fifteen years. Teachers who continue to teach will receive the maximum salary during the next 20 years. Teachers with three years' training will begin at \$900 and will advance at the rate of \$30 to a maximum of \$1,140 at the end of twenty years. Teachers in this group will continue at the maximum salary during the next eleven years. Teachers with three and one-half years' training will begin at \$950 and will advance at the rate of \$30 up to a maximum of \$1,210 at the end of 31 years. Teachers with four years' training will

begin at \$1,070 and will advance at the rate of \$40 up to a maximum of \$1,290 at the end of twelve years. Such teachers will continue to receive the maximum salary during the next eighteen years. Teachers with four and one-half years' training will begin at \$1,200 and will advance at the rate of \$40 up to a maximum of \$1,440 at the end of the twelfth year. Such teachers will continue to receive the maximum during the next nineteen years. Teachers with five years' training will begin at \$1,350 and will advance at the rate of \$40 up to a maximum of \$1,780 at the end of 31 years. Teachers with five and one-half years' training will begin at \$1,480 and will advance at the rate of \$40 up to a maximum of \$1,870 at the end of 31 years. Teachers with six years' training will begin at \$1,580 and will advance at the rate of \$40 up to a maximum of \$1,970 at the end of 31 years.

The board has adopted certain regulations to govern the salaries of teachers. Under the regulations, the salary of teachers with training below two years will be set by special action of the board. No teacher's salary will be reduced, but no increase will be allowed until earned on the schedule.

All high-school teachers will receive credit toward a master's or doctor's degree after having completed four and one-half years' training. Elementary teachers will not be given credit on the salary schedule above four years' training, except by special action of the board. Reading-circle credit may not be used as training credit, except as it maintains the salary paid during the school year. The board reserves the right to pay above the schedule where the position involves extra work and responsibility, or where the welfare of the school seems to justify it.

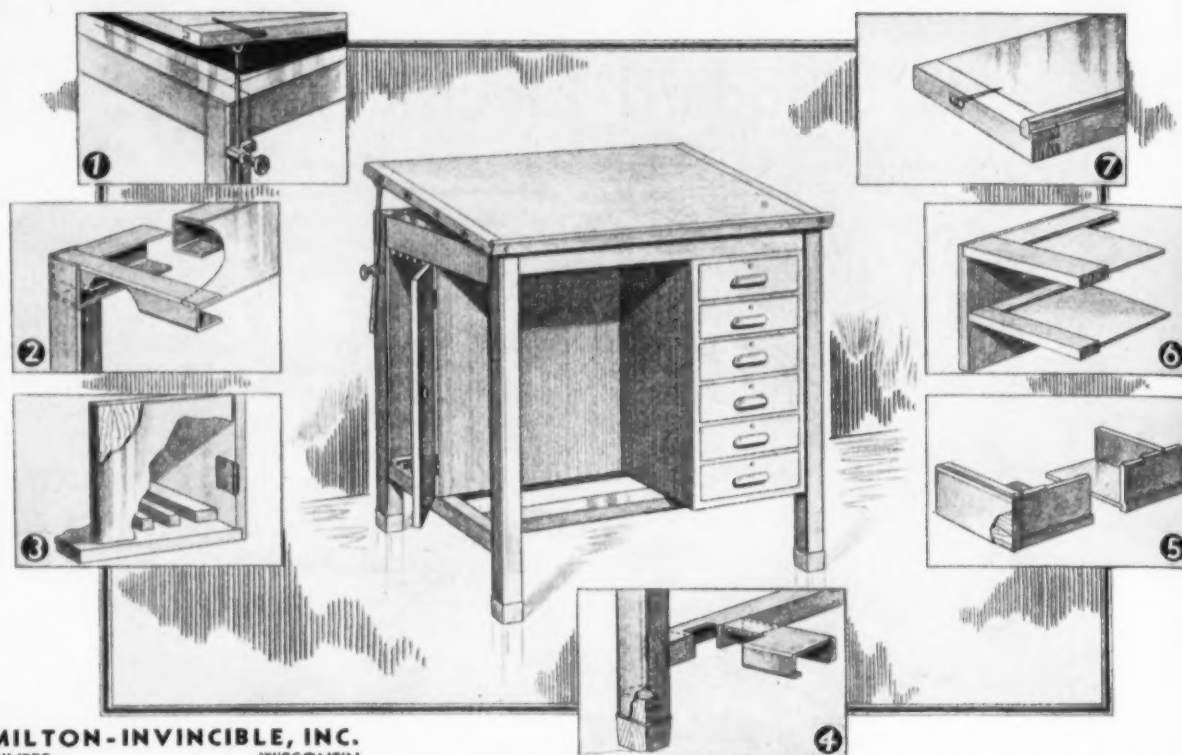
Since the salaries are on a twelve-months' basis and the teachers actually work nine months, it is understood that a teacher may be called upon for extra work during the vacation months, to assist with textbook study, professional data, or other work of a temporary nature required by the superintendent.

## The New LIFETIME Drawing Table

This new type of drawing table, originated by Hamilton-Invincible, is made of both steel and wood. Such duplex construction insures strength, rigidity, and long life even under hard school usage. It is truly a "Lifetime" Table. Notice the features illustrated at the right:

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5. Notice the wood drawer unit interior with its separating panels which make each drawer a separate unit.
6. Steel fronts on the drawers to prevent wear and chipping. There is a play strip on the side of drawer also which insures a good fit and a smooth running drawer under any climatic conditions.
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### SEATTLE RAISES SALARIES

♦ Seattle, Wash. The board of education has approved a new salary schedule which raises teachers' salaries to predepression levels. Under the schedule, the annual salaries will range from a minimum of \$1,100 to a maximum of \$2,700. Cadet teachers, who are college graduates but having no experience, will be paid \$1,100 annually, with increases of \$100 per year up to the maximum. The minimum for teachers having experience has been set at \$1,300, with the maximum first-year pay set at \$1,500. Teachers who have taught fourteen years and who have earned a degree, will work up to a maximum of \$2,700. Teachers with a bachelor's degree and thirteen years of experience will work up to a maximum of \$2,600. Teachers with not more than two years' training in a higher institution will be paid not more than \$2,100 annually. Those with not more than three years' training will be limited to a maximum of \$2,300, until they have qualified for salary increases through attendance at a summer school or other approved teacher-training school.

### TEACHERS' SALARIES

♦ The White Pine County board of education at Ely, Nev., recently voted to increase the minimum annual salary of the teachers from \$1,400 to \$1,540. At the same time the board gave increases of 5 to 10 per cent in salary to all school employees, which raises the salaries well above the salary level of 1930.

The White Pine County board of education is in charge of a school plant, comprising three high schools and a mining school, covering 8,000 square miles of the county with secondary education. Mr. B. W. Wheatley is the superintendent of schools.

♦ Teachers in the State of Illinois still face depression pay cuts, according to the Illinois Education Association. Existing cuts of 20 per

cent, 30 per cent, and even 40 per cent have been revealed in a study of teachers' salaries for 1936-37, by the state association.

Eighty-eight cities and towns above 1,500 population reported average pay cuts of 20 per cent or more still in existence. The present pay cut in Chicago is 23½ per cent; in Rockford 28 per cent; in Waukegan 20 to 25 per cent; in Marengo, 27½ per cent; in Knoxville, 23 per cent; and in Brookfield, 40 per cent.

♦ Rockford, Ill. The board of education has issued new teaching contracts to members of the school staff, with salary increases ranging from 8 to 12 per cent. The new contracts contain the controversial provision providing for an increase or a decrease in the individual teacher's salary, at the discretion of the board.

♦ South Milwaukee, Wis. The board of education has given an average of 6 per cent increases in salaries for the next year, plus an additional two weeks to the school year.

♦ Park Falls, Wis. The school board has voted a substantial increase in teachers' salaries for the year 1937. This places the teachers' salaries on the predepression level.

♦ The board of education of Manitowoc, Wis., has raised the minimum pay of teachers from \$950 to \$1,000, and the maximum from \$2,050 to \$2,100. All teachers in intermediate brackets will receive an increase.

♦ Kerrville, Tex. The board of education has adopted a new single-salary schedule for teachers, which eliminates differences in salary for teachers in different departments, and which seeks to recognize tenure, training, and experience as the three variables in setting salaries. While the minimum and maximum limits are rather low, and the increment too small, the principle of equal salaries for equal training and experience is being recognized.

♦ Missouri Valley, Iowa. The board of education has given salary increases ranging from \$2 to \$112 a year to seventeen grade- and junior-high-school teachers. The new salaries automati-

cally establish for next year a minimum of \$100 a month.

♦ Belleville, N. J. The board has voted to eliminate all salary cuts, effective May 1.

♦ Mayo, Fla. The school board of Lafayette County has adopted a new salary schedule for the next year. Under the schedule, high-school teachers will receive \$85 per month, if selected by the principal on qualifications. The principal or head teacher in the junior high school will receive \$135 per month and the principal on a senior high school \$175 per month. Teachers holding a first-grade certificate, but without experience, will receive \$60 per month; those holding a second-grade certificate, but having no experience, will receive \$50 per month, and those holding a third-grade certificate will receive \$40 per month. All teachers will receive increases after one or two years' experience in teaching.

♦ Rochester, Minn. The board of education has restored the 5 per cent salary cuts of all teachers. Increases in salary on the merit basis were given all teachers who entered the system after the year 1933-34.

♦ The Bessemer township board of education at Ramsay, Mich., has increased the school year from nine to nine and one-half months and has increased the salaries of all the school employees. The increases amount to 10 per cent.

Under a new rule of the board, it is required that all teachers who have not attended summer school since 1933 must do so during the coming summer. About forty teachers are affected by the rule.

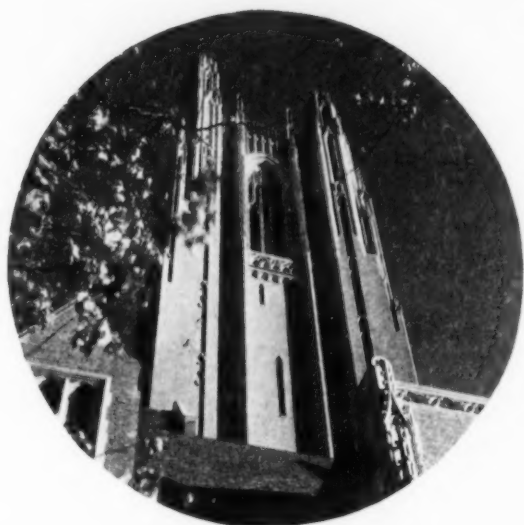
♦ Traverse City, Mich. The board of education has given a general increase of 13 per cent in salary to all teachers. The increases will increase the payroll by \$14,300.

♦ Battle Creek, Mich. The school board has voted a \$5 per month salary increase to all teachers and maintenance men.

♦ Andover, Mass. The school board has restored all 1933 salary cuts to teachers and school employees.

(Concluded on page 80)





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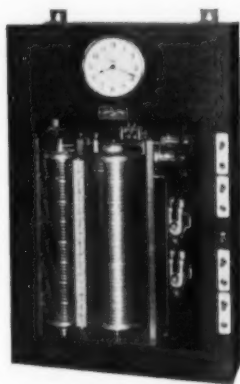
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(Concluded from page 78)

♦ New Britain, Conn. The board of education has adopted a revised salary schedule, giving all teachers a 11.1 per cent increase in salary. The increase restores the salaries to the predepression level.

♦ Turners Falls, Mass. The school board has voted to restore all school salaries, beginning with January 1, 1937. The action of the board increases the budget by \$7,904.

♦ Red Wing, Minn. The school board has approved salary increases for teachers totaling \$4,065. The increases range from \$50 to \$200.

♦ Bedford, Ohio. The school board has made arrangements for a loan to pay back salaries of teachers. An attempt will be made to get all salaries paid up in full by September 1.

♦ Orange, Mass. Salaries of teachers have been restored by order of the board of education. The increases will increase the budget by \$1,800. All teachers' salaries were cut from 5 to 10 per cent in 1932.

♦ Monson, Mass. The school board has adopted a new salary schedule which gives a small increase for each teacher, provides equal pay for equal service, and insures a revision upward in the maximum for each division of teachers possessing advanced degrees. Under the schedule, teachers in the elementary grades, without degrees, will start at \$900 per year, with an annual increase of \$50 up to a maximum of \$1,300. The maximum for grade principals will be \$1,350; principals with degrees will receive a maximum of \$1,500; junior high school, without degree, maximum, \$1,350; with degree, initial salary \$1,200, with increases of \$100 up to a maximum of \$1,600; senior high, with degree, to start at \$1,300, with increases up to a maximum of \$1,900; maximum for principal, \$3,000. Beginning with September 1, a bonus of \$10 will be paid for each point of credit earned in a university

extension course. Evidence of credits earned must be presented to the superintendent.

♦ Pittsburg, Kans. The school board has given increases of approximately 10 per cent to all school employees.

♦ Mt. Clemens, Mich. The school board has increased by 6 per cent, or approximately \$10,000, the annual salaries of 98 teachers on the school staff.

♦ Albion, Mich. Increases of 10 per cent in salary have been given all teachers on the school staff.

♦ Michigan City, Ind. The board of education has given new contracts to teachers, calling for increases in salary aggregating from \$5,000 to \$6,000.

♦ Walla Walla, Wash. The board of education has voted a 7 per cent increase in salary for teachers during the year 1937-38.

♦ Minonk, Ill. The school board has offered new contracts to teachers, calling for increases of \$100 in salary during the next school year.

♦ Greenfield, Mass. The school board has voted to restore the balance of the 1932 salary cuts of teachers during the year 1937. The board voted to add a double increment of \$100 in September.

♦ Manitowoc, Wis. The school board has approved the salary schedules of teachers in the 1937-38 contracts. Under the new schedules, one third of the pay cuts of teachers in 1932 will be restored during the next year.

♦ Memphis, Tenn. Members of the teaching staff of the city schools will receive an additional month's pay in the new school year, beginning July 1, 1937, under an arrangement providing salary increases for city and county employees. The teachers' salary increases will amount to \$152,000 a year, and will range from \$85 a month for beginners to \$175 for high-school teachers.

♦ Seattle, Wash. The school board in adopting its new \$6,000,000 budget for the year 1937, has

included an item of \$301,000 for teachers' salary increases. The present increases will restore teachers' salaries to predepression levels.

♦ Dallas, Tex. The voters, by a vote of three to one, carried a school-bond issue of \$2,350,000. The proceeds of the bond issue will be used for school-building purposes.

♦ Artesia, N. Mex. The voters have approved a school-bond issue of \$85,000, the proceeds of which will be used for the construction of a junior-senior high-school building.

♦ Escondido, Calif. The voters recently approved a school proposal for the construction of a four-room unit, to be financed with cash on hand in a building fund.

#### SCHOOL BONDS

During the month of March, school bonds were sold in the amount of \$4,620,750. Refunding and short-term bonds were sold in the amount of \$2,342,199.

The average interest rate was 3.15 per cent and represents a distant change from the conditions which existed during the past year.

#### SCHOOL-BUILDING CONSTRUCTION

In 11 states west of the Rocky Mountains, contracts for 14 new school buildings are reported let during March. The total valuation was \$1,038,372. During the same month, 36 projects were reported in preliminary stages, to cost \$3,057,800.

For the month of March, Dodge reported contracts let for 149 school buildings in 37 states east of the Rocky Mountains. These buildings involved an expenditure of \$8,134,900. During the same period, contracts were let for 11 gymnasiums to cost \$833,300, and for 23 library and laboratory buildings to cost \$987,100.



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his office, ending necessity for many assemblies...public speaking, debating or music students may be given actual microphone practice...fire drills, safety, first aid, health, may be given to any part or all of student body at will.



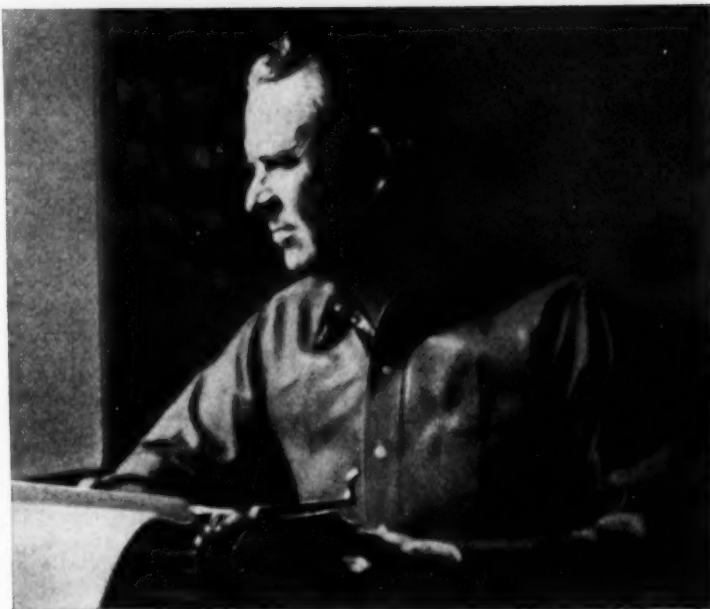
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## Three Controlling Principles of School Financing<sup>1</sup>

Paul R. Mort<sup>2</sup>

Equalization of educational opportunity has been a watchword from our earliest national history. It has resulted in the extension of education to children in all communities, in the almost universal provision of high-school education, in the establishment of child labor laws, in the passage of compulsory-attendance laws, in the provision of school transportation, and in the setting up of all sorts of state mandatory legislation. When the Educational Finance Inquiry Commission, which reported in 1923, reviewed the educational situation within the states, it pointed out that we were falling far short of our objectives of giving every child at least a fair chance through education. The Commission emphasized particularly the defects in the financial structures within the states. It proposed as the financial significance of the equalization principle that the states should set up a foundation program below which no locality should be allowed to go, and that steps be taken for the distribution of the burden of supporting this program upon the people in all localities according to their taxpaying power.

Although these demands appeared radical at the time (1923) support of the concept rapidly spread. In the decade which followed, state after state made significant moves in the direction of meeting these demands. This period has represented a revolution in school finance comparable to that of the period from 1830 to 1860, when tax-supported education became almost a universal fact in the United States. From 1830 to 1860 the question was: Shall the parents support the education of their children or shall the community support

their education? In the past decade the question has been: Shall communities support public education in accordance with their abilities? Shall the poor communities be expected to provide only a meager educational program for their children while the abler communities are enabled to provide adequate facilities? State after state has answered the question by saying that the state itself shall see to it that every child shall have a fair educational opportunity regardless of the poverty or wealth of communities.

Most states in doing this have not interfered with the rights of the able communities to provide better education. This would be contrary to the meaning of equality in the American tradition.

There is a second principle of state school finance known as the "efficiency" or "adaptation" principle. It places on the state the responsibility for providing those conditions which will favor the continued adaptation of schools to changing needs. As commonly interpreted, safeguarding local initiative and control is demanded by this principle. In addition, this principle, as applied to the states, demands that the state revise its tax system so that the property tax, which supports local initiative in the communities, shall not be overburdened for the support of government when compared with other taxes. To leave localities with theoretical taxing power while overloading available taxes by means of an inefficient tax system is to deny local taxing power and hence local initiative as fully as it if were denied by law. As thus interpreted, this demand of the efficiency principle requires the development of a more equitable tax system.

It is under this principle that the practice of setting state tax limitations, setting up state budgetary reviewing bodies, and the subjection of school boards to fiscal dependence on

municipal authorities is questioned. It is under this principle that we doubtless have the largest justification for demanding a state department setup which will provide adequate state leadership and a local district organization which will facilitate local leadership.

The efficiency principle often suffers by an attempt to service a third principle which we may call the "prudential" principle. States unquestionably have a right to insist upon the honest and efficient handling of money. It is under this principle that states are justified in demanding good budgetary procedures, adequate accounting and reporting to the public, and auditing. When concern for the prudential principle takes the form of setting up detailed controls of the nature of expenditures or the nature of the curriculum, it comes into conflict with the efficiency principle. One of the great tasks of the next few years is the strengthening of our state school system in the light of the prudential principle without trespassing upon the just demands of the efficiency principle.

### A MANUAL FOR SCHOOL OFFICERS

The State of Michigan, through Mr. Eugene B. Elliott, state superintendent of public instruction, has sent out 21,000 copies of a *Manual of School Officers*. It is intended to clarify the various problems which may arise in the average school systems both urban and rural.

The manual, which contains 62 pages, divides the contents into ten chapters. These cover in the main, the scope and function of a school board, the choosing of teachers, state school funds, accounting for school funds, the course of study, books, supplies, and equipment, the school plant, child accounting, legal considerations, and school laws.

The authors of the manual hold that "membership on a board of education implies a high level of unselfish public service. It implies a freedom from the personal animosities that so often interrupt the success of private affairs. The good board member will always co-operate with his coworkers and place the interests and needs of the children above all else. Every year new members are elected to the board. Old members may be of valuable assistance to the new members in instructing them how to qualify and file acceptance of office, and in acquainting them with their duties on the board."

Mr. Elliott also calls attention to the importance of informing the public on school matters. Here the manual says: "The people of the community have the right to be fully informed about the affairs of the school district. The financial and statistical report should be well presented at the annual meeting and in most districts, other than primary districts, this report must be published in a newspaper. The board should allow interested parents and patrons to attend the board meeting and should furnish them adequate information in regard to school affairs. The records of the district should be open for inspection. A cover-up policy is never a wise one. Schools, with rare exceptions, are run honestly, and it is not good policy to conceal the facts."

The question which arises so frequently, namely as to the private business of board members in relation to their public duties, is answered in the following paragraph: "It is illegal for a board member to perform labor for the district and receive pay other than

(Concluded on page 84)

### THE COUNCIL BLUFFS, IOWA, BOARD OF EDUCATION TAKES THE OATH OF OFFICE



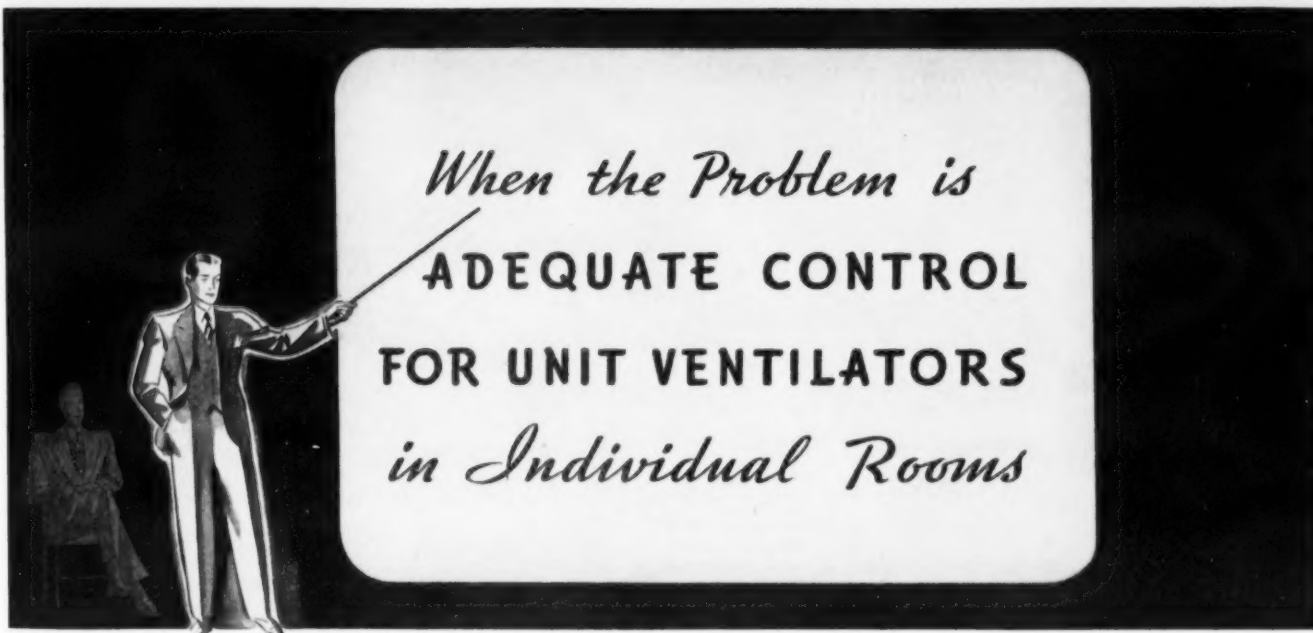
Members-elect, Board of Education, Council Bluffs, Iowa.—Secretary Ralph H. Williams administers oath of office to (left to right) Dr. A. A. Johnson, Fred Presler, Paul E. Weaver, and President Thomas McMillen. The holdover members are Dr. Christine Ericksen-Hill, Mr. Cohoe, and W. A. Byers. The latter was chosen vice-president. Mr. McMillen is serving his third term as president.

<sup>1</sup>Abstract of an address on "The Philosophy Underlying State School Finance," before a section meeting, Department of Superintendence, New Orleans, La., February 23, 1937.

<sup>2</sup>Director of the Advanced School of Education and Professor of Education, Teachers College, Columbia University, New York City.



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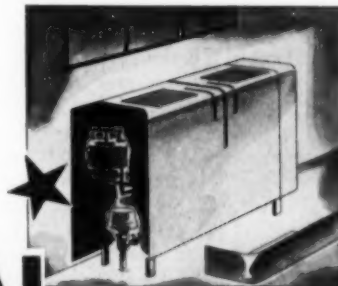
Present-day practice demands, in almost every case, the operation of valves which feed steam to the units and to the direct radiators. In addition, mixing dampers or fresh and return air dampers, or all three,

must be controlled, depending upon the type of unit selected. In some cases, an auxiliary thermostat is required to sense the temperature of the stream of air leaving the unit, in addition to the usual "room-type" thermostat . . . Johnson valves and damper operators are simple, rugged, fool-proof.

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(Concluded from page 82)

salary as voted by the electors. It is also illegal for a board member to furnish materials or supplies for the school district or to be personally interested in any way whatever, directly or indirectly, in any contract with the district in which he holds office. The private business of a board member cannot be mixed with school business."

### The Choosing of the Teacher

The manual points out the importance of choosing capable teachers, and urges that "the successful teacher be distinguished by three qualities: vitality, social intelligence, and scholarship. If an experienced teacher is under consideration, her previous success should be taken into account; on this question the opinion of the county commissioner of schools, or of her superintendent or principal, is of greater value than that of a layman. Character, tact, personal charm, and appearance are all important, as is the willingness to co-operate and adjust to the demands of the local situation.

"Some boards of education seem to be more fortunate than others in obtaining good teachers. Often this is due to the fact that they pay higher salaries. But it is quite likely to result from a greater degree of alertness, a more painstaking effort to cast about for teachers, and greater patience and thoroughness in investigating their qualifications."

### The School Plant

The chapter devoted to the school plant enters into all the essential phases of the subject. The more important of these include:

"(1) care of the existing school plant, (2) determination of school-plant needs, (3) planning of school-plant construction programs to satisfy both immediate and future educational needs, (4) review, improvement, and approval of plans and specifications of school buildings, and (5) solution of problems of finance, legal procedure, and public relations with respect to the conditions and needs of the schools."

Some pertinent suggestions are made to rural-school officials on choosing a site, and the planning of a school building. The subjects of lighting, heating, and ventilation, wardrobes, toilets, seating, water supply, and general plant service are briefly yet intelligently discussed.

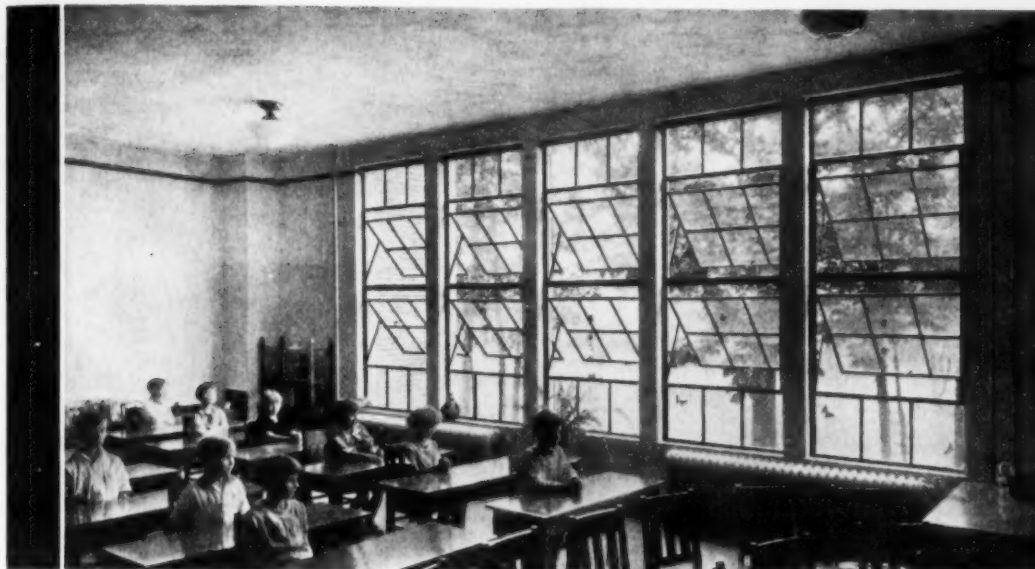
The various executive officers of a school system are instructed as to their duties. The keeping of records, entering into contracts, and making reports, etc., are well discussed. A complete bibliography of the books and pamphlets issued by the state department is provided in the manual.

### PERSONAL NEWS OF SUPERINTENDENTS

- SUPT. R. M. NEWTON of the Elizabeth City county schools of Virginia, has been re-elected for a four-year term.
- MR. R. E. MILLER, of Worthington, Minn., has been elected superintendent of schools at Hastings.
- SUPT. W. H. THOMAS, of the Fauquier schools of Calverton, Va., has been re-elected for a four-year term.
- SUPT. E. A. RALSTON, of Washington, Iowa, has been re-elected for a third year.
- SUPT. R. J. MOUSER, of Missouri Valley, Iowa, has been re-elected for a three-year term.
- SUPT. W. D. MCKEE, of Shenandoah, Iowa, has been re-elected for another year.
- SUPT. E. O. KINSEY, of Lake Park, Iowa, has been re-elected for a fifth year.
- SUPT. U. E. DIENER, of Van Wert, Ohio, has been re-elected for a five-year term.

- MR. GLENN NYKERK, of Ewen, Mich., has been elected superintendent of schools at Drayton Plains.
- SUPT. J. A. JOHNSON, of Mountain Lake, Minn., has been re-elected.
- SUPT. R. L. SNYDER, of Groton, S. Dak., has been re-elected for another year.
- SUPT. J. H. PARKER, of Lebanon, Ky., has been re-elected.
- SUPT. LOUIS GULBRANDSON, of Hawley, Minn., has been re-elected.
- SUPT. L. F. CARSON, of Gaffney, S. C., has been re-elected.
- SUPT. E. D. BUSSEY, of Garland, Tex., has been re-elected.
- SUPT. G. O. SWING, of Covington, Ky., has been re-elected for a four-year term.
- MR. H. H. LAWRENCE has been elected superintendent of schools at Union City, Ind.
- SUPT. PAYNE TEMPLETON, of Helena, Mont., has been re-elected for a three-year term.
- MR. E. H. BREMER has been elected superintendent of schools at Comstock, Mich.
- SUPT. H. F. DAVIDSEN, of Batavia, Iowa, has been re-elected for another year.
- SUPT. S. M. KING, of Beverly, Mass., has been re-elected for his fourth term.
- MR. P. R. SLATER, of Beaver Falls, Pa., has been elected superintendent of schools at Cortland, N. Y. He succeeds Charles Pugh.
- SUPT. B. R. JONES, of Creston, Iowa, has been re-elected for a three-year term.
- MR. R. C. CLARK, superintendent of schools at Seymour, Conn., for the past twenty years, died suddenly at his home on March 23, after a heart attack. He was 54 years old. Mr. Clark went to Seymour from Guilford in 1917. He was an extensive writer and had contributed more than twenty articles to educational magazines.
- SUPT. W. A. SHANKS, of Coffeyville, Miss., has been re-elected for another year.
- MR. C. A. COTTELL has been elected superintendent of schools at Mt. Pleasant, Iowa. He succeeds C. W. Cruikshank.
- MR. O. M. CHUTE, of Sutton, Mass., has been elected superintendent of schools at Litchfield, Ill. He succeeds A. J. Black.
- SUPT. S. O. JOHNSON, of Verdale, Minn., has been re-elected for his ninth term.





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Architect William Koll had

other reasons, too, for choosing Fenestra Steel Windows. Their attractive appearance harmonized perfectly with the architecture. The narrow, solid steel frames

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## Personal News

### DETROIT MEMBERS RE-ELECTED WITHOUT OPPOSITION

For the first time in the ninety-six years of the Detroit public schools two board members were unopposed in the primary, and will be unopposed in the election of April 5 to the two vacancies on the board of education.

Frank A. Gorman, president of the board and member for the past twelve years, and John H. Webster, a member since June 30, 1925, will succeed themselves by virtue of the fact that they have no opponents at the city's spring election. Officials point to this as an indication of the public's approval of the manner in which the Detroit schools have been operated during the past two years.

### PERSONAL NEWS

● DR. ROBERT H. MORRISON, principal of the Paterson (N. J.) State Normal School, has been appointed State Director of Teacher Education and Junior Colleges for the New Jersey State Board of Education. Dr. Morrison, who assumes his new duties on July 1, will succeed Mr. Edgar F. Bunce, who has accepted the principalship of the State Normal School at Glassboro.

● MR. A. C. KINGSFORD, superintendent of schools at Baraboo, Wis., died on March 13 at his home. Mr. Kingsford had been superintendent of schools for twenty-seven years.

● SUPT. H. C. BAUER, of Lakefield, Minn., has been re-elected for another year.

● SUPT. WALTER HORST, of Three Rivers, Mich., has been re-elected for another year.

● MR. D. W. MCCOY, formerly principal of the high school at Springfield, Ill., has been elected superintendent of schools. He succeeds the late W. J. Lowry.

● MR. WILLIAM R. POGUE, of London Mills, Ill., has been elected superintendent of schools at Paynesville, Minn.

● SUPT. A. LANGHAUF, of Le Sueur, Minn., has been re-elected for another year.

● SUPT. H. A. HUNT, of Portsmouth, Va., has been re-elected for another four-year term.

● SUPT. L. W. FEIK, of Sioux City, Iowa, has been re-elected for a term of three years. Superintendent Feik is completing his sixth year as head of the school system.

● SUPT. R. L. SNYDER, of Groton, S. Dak., has been re-elected for another year.

● SUPT. G. B. NELLIS, of Ponca, Nebr., has been re-elected for another year.

● MR. L. E. MINERMAN, of Florence, S. Dak., has been elected superintendent of schools at Ipswich.

● SUPT. G. S. GOODSELL, of Athol, Mass., has been re-elected for another year.

● MR. B. McDANIEL has been elected superintendent of schools at Denison, Tex. He succeeds Mr. F. B. Hughes.

● SUPT. E. W. MACKEY, of Milan, Mich., has been re-elected.

● MR. W. S. BENNETT, of Shelbyville, Mo., has been elected superintendent of schools at Marceline.

● SUPT. G. W. DITTO, of Biloxi, Miss., has been re-elected for another year.

● SUPT. J. P. MANN, of South Milwaukee, Wis., has been given a new three-year contract.

● SUPT. C. A. HATFIELD, of Park Falls, Wis., has been given a three-year contract.

● MR. E. F. BIRCKHEAD has been elected superintendent of schools at Danville, Ky. He succeeds the late L. C. Bosley.

● SUPT. F. E. SHAW, of Evanston, Wyo., has been re-elected for a three-year term, beginning with August, 1937.

● The fusion board of education of New York City has appointed Dr. JOHN L. TILDSLEY as associate superintendent of schools, to succeed Dr. Joseph M. Sheehan, whose second six-year term expired in April of this year. Dr. Sheehan was depoted to the rank of assistant superintendent without a reduction of his \$12,500 salary. The appointment of Dr. Tildsley is for a term of six years.

● SUPT. G. R. PORTER, of Pelham, Ga., has been re-elected for another year.

● MRS. VERA WILD has been re-elected superintendent of schools at Janesville, Iowa.

● SUPT. F. J. SNIDER, of West Branch, Iowa, has been re-elected for another year.

● MR. W. D. MOATES, of Waldron, Mich., has been elected superintendent of schools at Clinton.

● MR. HAROLD DAWSON has been elected superintendent of schools at Burrton, Kans.

● MR. ERNEST SWANSON has been elected superintendent of schools at Sanborn, Iowa.

● MR. GORDON WILLSON has been elected superintendent of schools at Baraboo, Wis. He succeeds the late A. C. Kingsford.

● MR. C. A. OVERMYER has been elected superintendent of schools at Waterloo, Ind.

● MR. JAMES DEPP has been elected superintendent of schools at Glasgow, Ky.

● SUPT. J. E. PRIDE, of Clay, Ky., has been re-elected for another year.

● SUPT. F. B. GRIFFITH, of Ravenna, Ky., has been re-elected for another year.

● SUPT. R. T. ALLEN, of Cleveland, Tenn., has been re-elected for another three-year term, beginning with July, 1937. Superintendent Allen is completing his sixteenth year as head of the school system.

● The school board of Sioux City, Iowa, has reorganized, with the election of HARRY H. EPPERSON as president, and A. E. THOMPSON as vice-president.

● DR. DONALD C. CONZETT has been elected president of the board of education of Dubuque, Iowa. HAROLD NACHTMAN was elected vice-president.

● L. W. ROMER has been elected president of the school board at Maquoketa, Iowa.

● HAROLD R. TREWIN has been elected president of the school board at Cedar Rapids, Iowa.

● PERCY E. HOAK has been elected president of the school board at Des Moines, Iowa. CRAIG T. WRIGHT was elected vice-president.

● DR. E. F. STROHBEHN has been re-elected as president of the school board of Davenport, Iowa.

● DR. ARCHIBALD CARDLE has been elected president of the board of education at Burlington, Iowa.

● THOMAS McMILLEN has been elected president of the school board at Council Bluffs, Iowa. W. A. BYERS was renamed vice-president.

● MR. W. R. JONES has been re-elected as president of the school board at Atlantic, Iowa.

● MR. JAMES BALDWIN, a member of the school board of Bad Axe, Mich., for 42 years, died at his home on March 24. He had served 36 years as president of the board.

● MR. RAY DUNKER has been re-elected as president of the board of education at Muscatine, Iowa.

● MR. E. L. LOUNSBERRY has been elected as business manager for the board of education at Dayton, Ohio.

● MR. LEE B. WATTS has been elected president of the school board at Corning, Iowa.

● MR. FRED BRITTON has been elected president of the school board at Sanborn, Iowa.

● The school board at Dover, Del., has reorganized with the election of Mr. J. B. JESSUP as president, and DR. JAMES BEEBE as vice-president.

● MR. JOHN D. DEWITT has been re-elected as president of the school board of Nutley, N. J.

● The board of education at Bonaparte, Iowa, has reorganized with the election of DR. S. G. LINDSAY as president, and MRS. FANNY FLETCHER as secretary.

# STILL TOPS!

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● MR. WILLIAM R. GILPIN, treasurer of School District No. 4, Rock Springs, Wyo., died on March 31. Mr. Gilpin had been a member of the board since 1927, and during his long service had been responsible for a number of school improvements such as a new high school, the improvement of the school grounds, and the development of an athletic field. He had maintained an intense interest in the welfare of the public schools and commended the respect of both teachers and pupils. His funeral was held in the high-school auditorium as a tribute to the services he had rendered the schools.

● MR. JOHN J. O'ROURKE, assistant secretary of the board of education of Paterson, N. J., died at his home on March 22. He was 67 years old.

● The board of education of Maplewood, N. J., has reorganized, with the election of Mr. J. G. WHITELAW as president, and Mr. W. H. BENNETT as vice-president.

● DR. H. E. LEACH has been re-elected as president of the school board at Avoca, Iowa.

● MR. F. LESTER HOLBROOK has been re-elected president of the school board at North Attleboro, Mass. Mrs. LIZZIE W. GAGNON was elected secretary.

● MR. J. M. FRITZ has been elected president of the school board at Hawkeye, Iowa. DR. E. T. MCGREW was re-elected as secretary.

● MR. W. C. FALB has been re-elected president of the school board at Elgin, Iowa.

● The board of education of South Bend, Ind., has been reorganized under the new state law, with two new members and three holdover members. The two new members are Mrs. E. M. MORRIS and Dr. V. E. HARMON. The three holdover members are Mr. L. J. HARWOOD, president; Mr. R. H. DOWNEY, treasurer; and Mr. G. E. DAVIES, secretary.

● The Union high-school board at Sedro-Woolley, Wash., has reorganized with the re-election of Mr. RAY McMACKIN as president, and Mr. J. G. GREEN as clerk. Mr. Green has been on the high-school board for twenty years. Mr. McMackin had served 31 years on the grade-school board.

● MR. GEORGE F. WOMRATH, business superintendent of the public schools of Minneapolis, Minn., has been invited to become a member of the summer-school faculty of the University of California. Mr. Womrath has been given a leave of absence from June 21 to August 23 to permit him to give a series of lectures on school-business administration.

● The board of education at Houlton, Me., has reorganized with the re-election of DR. FREDERICK W. MITCHELL as chairman. DR. EARLE S. BARTON was elected chairman of the joint committee, while Mrs. HARRIET ERVIN was named secretary.

● SUPT. HUGH S. BONAR, of Manitowoc, Wis., has been re-elected for a three-year term.

● MR. L. H. BARBOUR, of Durham, N. C., has been re-elected for another two-year term.

● SUPT. L. D. HASKEW, of Monroe, Ga., has been re-elected for another year.

● SUPT. C. J. CHEVES, of Gainesville, Ga., has been re-elected for his fourth term.

● SUPT. F. M. GIFFORD, of Holliston, Mass., has been re-elected for a three-year term.

● SUPT. L. C. HUNT, of Burlington, Vt., has been re-elected, with an increase in salary.

● SUPT. A. S. JESSUP, of Cheyenne, Wyo., has been re-elected for another year.

● MR. HERMAN WRIGHT has been re-elected as president of the school board of Belvidere, Ill.

● MR. R. E. WOODMANSEE has been elected president of the school board of Springfield, Ill. Mr. Woodmansee, who succeeds Harry H. Coe, has been a member of the board for twenty-four years and was president two previous terms.

### BECOMES ADMINISTRATIVE ASSISTANT

Dr. Cyril F. Klinefelter has been appointed administrative assistant to the United States Commissioner of Education. He will be a assistant to the Commissioner, acting as technical and administrative assistant on problems and policies concerned with the internal administration of the office and with certain problems connected with the various governmental agencies.

Dr. Klinefelter received his A.B. degree from Ohio State University, and his teacher's diploma in secondary education from Teachers College, University of Cincinnati. He also holds a B.Sc. in Education from Ohio University, and an Sc.D. in Education from the College of Puget Sound. Dr. Klinefelter taught in several communities in Ohio, and in 1920 was a member of the staff of the Federal Board for Vocational Education. He continued in this service until 1935, when he accepted the position of editor and educational consultant which he continued to hold up to his present appointment.

### DR. FRENCH GOES TO COLUMBIA UNIVERSITY

Dr. Will French, superintendent of schools at Long Beach, Calif., has announced his resignation from the superintendency, in order to accept a position on the faculty of Columbia University, New York City. Dr. French will remain as head of the Long Beach schools until the end of the school year in June.

Dr. French is a native of Kansas and received his

early education in the state. He received his A.B. and B.S. degrees at the University of Kansas, and later was given his M.A. and Ph.D. degrees by Teachers College, Columbia University.

Dr. French held a number of school posts in Kansas, Nebraska, and Oklahoma. Before going to Long Beach, in 1935, he was superintendent of schools in Tulsa, Okla. He also taught in the summer school of the University of California, Columbia University, and the University of North Carolina.

In his new position, Dr. French will be head of the high-school administration division in which training for secondary-school principalship is given. He will be associated with Dr. George D. Strayer.



Will French  
Superintendent of Schools,  
Long Beach, California.



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## School Building News

### HUNT MEMORIAL GYMNASIUM AT CONCORD, MASSACHUSETTS, OCCUPIED

The Hunt Memorial Gymnasium at Concord, Mass., which was completed and occupied during the school year 1936, is the realization of a dream and a hope of long standing. The building is complete in every respect and is a distinct addition to the school plant. It emphasizes particularly physical training and health education for the pupils and is being used regularly by students of the senior high school and those of the seventh and eighth grades of two grade schools.

The gymnasium floor space, 60 by 90 ft., seems to be ample for the largest classes that one instructor can direct at a time. The shower facilities provide the very latest improvements. The ventilating of the shower-bath room provides for temperature conditions that are recommended by health experts. After vigorous exercise, the pupils go into a warm bathroom, receive a warm water shower for one and one-half to two minutes, and then a quick cold shower.

In the use of the gymnasium every possible effort is made to keep the room and equipment clean and disinfected at all times. Floors and stairways are washed frequently and disinfected daily after being used by the public. No person is permitted to use the gymnasium until given a certificate of health by the medical inspectors. Every person entering or leaving the showers must submit to a footwash against athlete's foot and other skin diseases.

### COMPLETE WPA SCHOOL PROJECTS IN MANGUM, OKLAHOMA

Through the aid given by WPA, the board of education at Mangum, Okla., has been enabled to

relieve its need for additional school-building facilities, and to place its existing buildings in good repair. The three projects just completed would have been impossible because of the existing bonded debt.

The major project was the construction of a vocational building, at a cost of \$24,000. The second project was the repair of the high school, at a cost of \$5,000, and the third was the remodeling of the grade school, at an outlay of \$6,800.

## BUILDING NEWS

◆ Milwaukee, Wis. The West Milwaukee school board has completed the erection of a \$250,000 addition to the high school. An auditorium, with a capacity of 850, was recently dedicated.

◆ Seattle, Wash. The proposed three-mill levy to relieve overcrowding in the school buildings was lost by some 1,489 votes needed to receive the 60 per cent majority required by law. The defeat of the levy means that the present undesirable housing conditions must continue for at least another year.

◆ West Hartford, Conn. The board of education has voted to conduct a rigid inspection of all school buildings for possible fire and explosion hazards. The survey was proposed as a result of the New London school disaster.

◆ New Braunfels, Tex. The board of education has recently completed a \$75,000 school-building program. The program included a six-room annex to an elementary school and a high-school gymnasium and was financed with the aid of a PWA grant.

◆ Hamlin, W. Va. During the past year the board of education completed the erection of a four-room elementary school, in West Hamlin, at a cost of \$17,732. The building which replaces an old rented building, accommodates 155 pupils. The money for the building was provided by a special levy, which was approved by the tax commissioner for building purposes. The building was occupied in April, 1937.

◆ Ames, Iowa. The school board has begun plans for the construction of a senior high school and the building of a gymnasium-auditorium unit for the Welch Junior High School.

◆ Elkhorn, Wis. Architects Law, Law & Potter, of Madison, have been selected to prepare plans for the new high school, to cost \$100,000.

◆ Breckenridge, Tex. The board of education has ordered an inspection of gas connections in all the schools as a safety measure. Tests of all gas lines will be made and the meters regulated. In one building, it was ordered that the gas meter be removed to the outside.

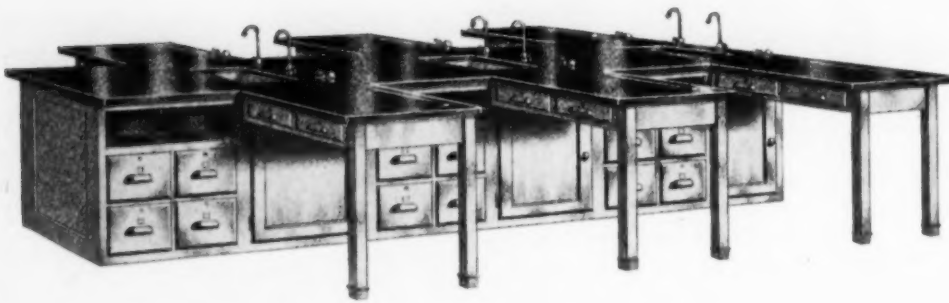
◆ Enid, Okla. The school board has ordered a survey of all the school buildings to eliminate any possible hazards to the safety of the school children. A check will be made of all heating equipment and gas lines leading into the schools. The action was taken after the New London disaster.

◆ Chicago, Ill. The board of education has begun a survey of the 37 high-school buildings of the city, preparatory to the operation of a building-improvement program. Supt. W. H. Johnson has announced that the board has a \$3,000,000 fund available for the program.

◆ Cincinnati, Ohio. The board of education has voted to spend \$200,000 in its building fund for the construction of a thirty-room addition to the Western Hills High School.

◆ Elgin, Ill. The board of education has proposed a flexible program to solve the housing problem in the local high school. The program calls for the building of an addition to the high school and the floating of a bond issue of \$350,000 to finance the construction work.

◆ Milwaukee, Wis. The Shorewood village board of education has voted to construct under PWA auspices, a community-high-school library on the high-school grounds. The building is being erected from plans prepared by Architects Herbst & Kuenzli, Milwaukee, and will cost \$120,000.



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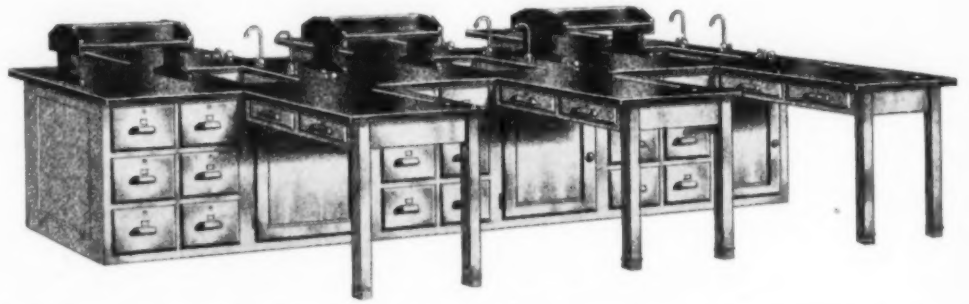
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♦ Kerrville, Tex. The board of education is completing arrangements for the operation of a school-building program to improve the facilities of the city's school plant. It is estimated that \$150,000 will be needed to finance the building program.

♦ Cheyenne, Wyo. The board of education has awarded the contract for the construction of the senior-high-school addition, to cost \$201,832. Plans for a new elementary school are being held up pending the approval of a PWA grant.

♦ Darlington, S. C. The board of education has completed the erection of a gymnasium and auditorium, and an addition to the high school, at a total cost of \$137,000. The school district voted bonds for 55 per cent of the cost.

♦ Bellingham, Wash. The board of education has begun work on a new school-building program, which will include the purchase of a site and the erection of a central high school, the construction of a junior high school, additions to two old buildings, and repairs and improvements to all of the present school plants. The total cost of the several projects will reach \$1,250,000.

♦ Great Bend, Kans. The voters have approved a school-bond issue of \$60,000 for financing the construction of two school buildings. One of the buildings will house the manual-arts department, and the other will take care of pupils in the first to the fifth grades.

♦ St. Cloud, Minn. The state PWA has approved a grant of \$80,000, to represent the 45 per cent given the district by the Federal Government as its contribution to the school district, for financing the construction of the technical high-school addition.

♦ Newton, Kans. The voters have approved a school-bond issue of \$225,000 for school-building purposes. The building program calls for the construction of two or three grade schools, an addition to the high school, and additions to other buildings.

♦ Pratt, Kans. The voters have approved a

bond issue of \$160,000 for financing the construction of the new junior college.

♦ Vestal, N. Y. The voters of the town of Vestal have approved a proposal, calling for the erection of two school buildings, at a total cost of \$546,000.

♦ Oklahoma City, Okla. The board of education has received bids and will shortly award contracts for the six projects in the school-building program, which is to cost \$600,000.

♦ Gainesville, Tex. The contract has been let for the construction of a junior high school, to cost approximately \$132,000.

♦ Charlotte, N. C. The school board has received bids on several projects in the new city-county school-building program, estimated to involve an expenditure of \$1,073,000.

♦ The county school board of Hillsborough County, Fla., has ordered an inspection of all school buildings in the county to determine whether the buildings are safe for the occupancy of the children and teachers. Trustees in all districts have been asked to check boilers, fire escapes, gas connections, and all conditions which might lead to harm. Any dangerous condition revealed by the inspection will be remedied immediately.

♦ Sturgis, Ky. The board of education has approved plans for a twelve-room high-school building, to cost \$75,000. Mr. Walter Scott Roberts, of Owensboro, is the architect.

♦ Franklin, Ind. The school board has made application for a WPA grant to aid in the construction of a high school, estimated to cost \$125,000. Plans for the building have been prepared by Architects McGuire & Shook, of Indianapolis.

♦ Colfax, Wash. The board of education has begun work on a school-building program, calling for the remodeling of the school gymnasium and the building of a library room and music room at the high school. The improvements will be completed at a cost of \$63,000.

♦ Brookhaven, Miss. The board of education

recently suffered the loss of its high school, which was destroyed in a fire on March 25. The building was valued at \$150,000.

♦ Walla Walla, Wash. The board of education has completed the erection of a new high-school gymnasium. The building is complete in every way and cost \$145,000. The new Edison grade school, occupied last September, was erected at a cost of \$45,000.

#### THE KANSAS JANITOR-ENGINEER SCHOOLS

The announcement is made that the janitor-engineer schools, fostered by the Kansas State Board of Vocational Education, will be conducted at Wichita, June 7 to 11, and at Topeka, June 14 to 18.

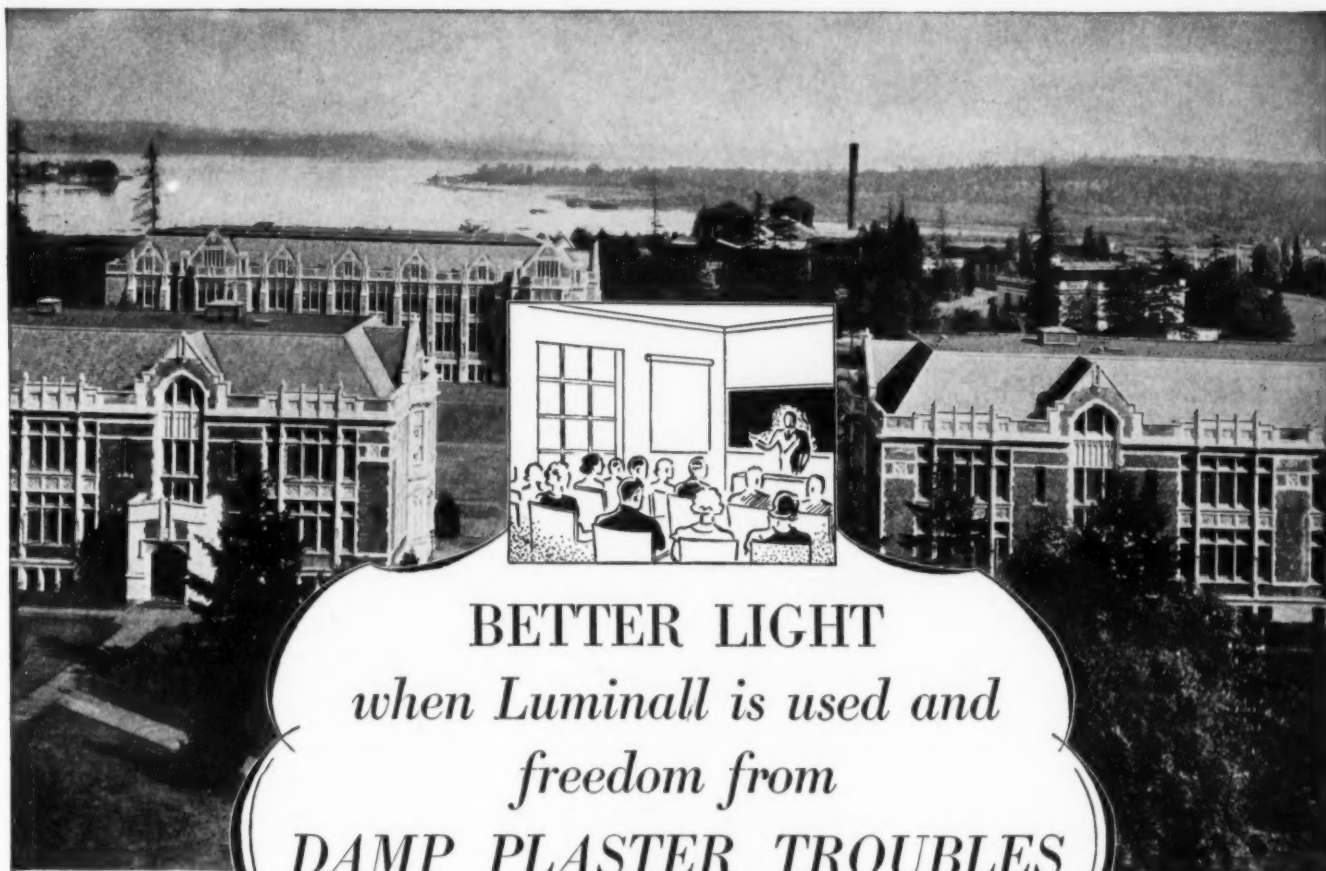
A comprehensive program has been prepared covering all of the essentials in the school-custodian service. A competent faculty headed by Mr. Lawrence Parker will be in charge. Five instructors will deal with school housekeeping, two with heating and ventilating, and two with first-aid problems. One of the features of the school will be an educational exhibit of janitor-engineers' equipment and supplies.

#### HOUSTON BUILDING PROGRAM

The board of education of Houston, Tex., is completing work on a \$3,000,000 school-building program, which was begun in January, 1936. Two projects, comprising two senior-high-school units, remain unfinished. The program included the purchase of sites and the construction of three elementary-school buildings, and two senior high schools; additions to 38 existing buildings; rehabilitation of 37 buildings; and the completion of equipment for new rooms. In addition, there have been added 211 classrooms, 4 auditorium-lunchrooms, 2 auditorium-gymnasiums, 2 auditoriums, 3 gymnasiums, and 5 shops. Four lunch-rooms were enlarged.

The board has under way plans for a campus for the Municipal University.





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## New Books

### Facing the Tax Problem

By Carl Sharp, Roy Blough, Mabel Newcomer, and others. Cloth, 606 pages. Price, \$3. Published by the Twentieth Century Fund, Inc., New York, N. Y.

This volume constitutes a survey of taxation in the United States and a program for the future. The authors are college professors and have been assisted by seventeen research workers from the economics departments of leading universities—all acting under the auspices of the Committee on Taxation of the Twentieth Century Fund.

The book reviews the principles of taxation and the several forms of obtaining public funds for the conduct of government in the United States in the light of accepted theory and of present practices and problems. The approach is descriptive and discussionary and the tests applied are largely economic and practical; the underlying ethical principles are largely overlooked.

For the practical schoolman and school-board member, the descriptions of recent developments will be illuminating and helpful. So, too, the analyses of the "revenue" and "social control" aims will provide an understanding and a line of thinking that will enable prompt and safe judgment on the flow of tax bills that overwhelm our law-making bodies. The chapter on tax justice is perhaps the weakest in the book. The sections on administration of tax laws, and on co-ordination of tax plans provide ample information to answer some of the loose thinking now current, particularly on such problems as federal aid to education.

The final chapters of the book recommend specific reforms, or better a specific setup for a fair, stable, and comprehensive plan of taxation. That a restudy of the whole complex situation is needed every schoolman who sees the present

shortage of school funds will understand. And every individual who is conscious of the fact that taxes withdraw directly or indirectly from him 25 per cent of his income and will in the future take away more of his earnings will say a hearty "Amen" to the type of proposals here made.

### Public-School Tax Management in Texas

By Eugene G. Wilkins, Ph.D. Cloth, 105 pages. Price, \$1.60. Published by Teachers College, Columbia University, New York, N. Y.

It is a well-known fact that in a number of states, the local school systems maintained a separate tax department as distinguished from the municipality or the county. The question as to the wisdom of maintaining such separate tax machinery for the support of the schools is raised in this book.

In order to arrive at a conclusion the author has chosen Texas as a typical state in which are revealed the merits as well as the demerits of the two systems. He enters into an exhaustive research and makes comparative studies. He finds advantages and disadvantages on both sides.

The question, after all, reduces itself into one of practical results. Do the schools gain or lose in holding to a separate taxing system? Can the municipality be trusted in giving the required attention for the exaction of school taxes? On which side lie the economies and the wastes? Who are the best tax collectors? The author aims to cover every angle of the subject.

In his conclusions, the author brings out the following interesting fact: "An analysis of the school tax laws of the forty-eight states shows that the model procedure followed in school taxation is for the assessment to be made by the county or municipal assessor, who is paid on a salary basis. This assessment is equalized by a county board of equalization. The levy may be made in thirty-six states by the county commissioners or city officials. In twenty-five states it may be made by the board of education. The county collector or county treasurer collects the

tax. Payment for collection may be made on a fee basis in twenty-four states and on a salary basis in thirty states."

In discussing tax delinquencies he finds that the greater number go to the separate school tax departments. In other words, the schools employing the municipal department to collect school taxes have a smaller percentage of delinquencies.

In view of the fact that the operation of a tax department involves an expenditure it follows too, that the same will cost money, and involve a wasteful duplication. There must be, however, a clear demarcation between the school system and the municipality as to the rights and prerogatives of each if the schools are to receive their just quota out of the total tax moneys collected.

### La Grande Amie

Pierre L'Ermite. Cloth, 216 pages. Price, \$1.28. Bruce Publishing Company, Milwaukee, Wis.

The presentation of an outstanding modern French novel as a reader for students of the French language is to be commended. *La Grande Amie* was crowned by the French Academy and has enjoyed tremendous success in France. It is a psychological novel of high moral character which tells in the best of French grammar and purest of French idiom the conflict between "men of the soil" and industrial exploitation. As a story the writing is finely woven with the author's facility of drawing strong characters for his many settings which are truly French in design. This version as offered to the student contains explanatory notes on idiomatic expressions and an extensive vocabulary. We recommend this book as a class reader because of its merit as a novel but more because it is so typically French and should prove a distinctive aid in acquiring a knowledge of the French language.

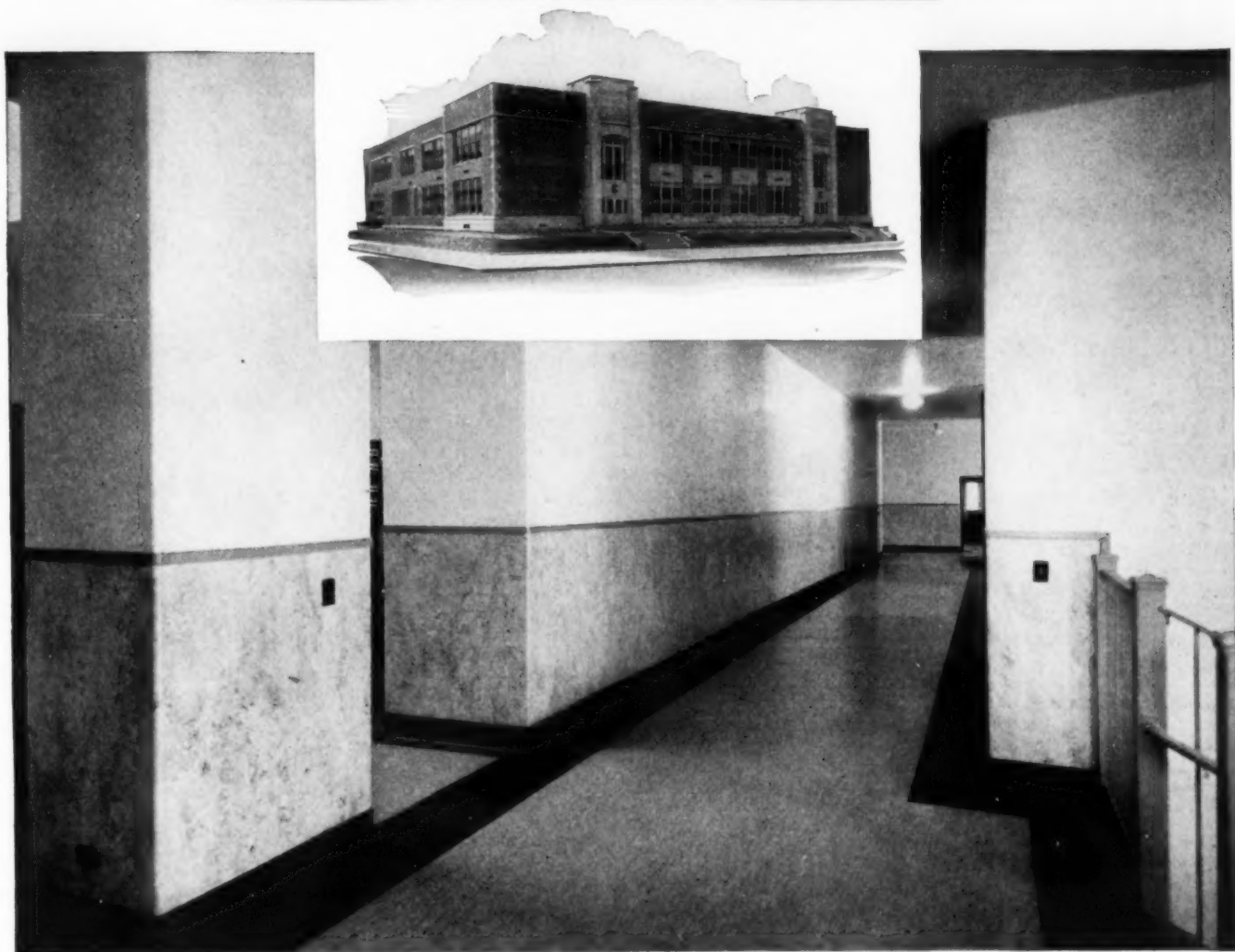
### Biology

By U. A. Hauber and M. Ellen O'Hanlon. Cloth, 532 pages. F. S. Crofts Co., New York, N. Y.

(Concluded on page 94)



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(Concluded from page 92)

This introductory text for college classes assumes that there is no fundamental conflict between science and religion, but that a completely satisfactory acceptance of the theories of organic evolution is possible without a denial of a Creator. The book follows the usual arrangement of topics recommended for general college classes. It emphasizes the mastery of principles rather than the detailed laboratory study of types. Applications of biologic facts and findings to social and economic life give the work strong cultural value.

### Modern-School Mathematics

By Raleigh Schorling, John R. Clark, and Rolland R. Smith. Book three. Cloth, xviii-462 pages. Price, \$1.24. World Book Co., Yonkers, N. Y.

This ninth-grade text seeks to incorporate in one year of "finishing" work all of the arithmetic which the authors hold to be significant for modern life in the United States. At the same time they introduce the basic principles of algebra, geometry, and some elementary mechanics so that the student may have a foretaste of the work he will later do. The arithmetic chapters are characterized by such useful units as problem-solving, applied measurement and approximate numbers, statistics and their use, advanced fractions, etc. Whether the work is approached as a finishing course in arithmetic or a transitional course in algebra, it warrants attention because of its constant insistence upon the development of quantitative thinking in everyday life.

### Master Key Arithmetics

By Frank L. Clapp. Assisted by Harriet Sleeper, Joy Mahachek, and L. L. Ralya. Six books. Cloth; Grades III and IV, 64 cents each. Grades V, VI, VII, and VIII, 68 cents each. Houghton Mifflin Co., Boston, Mass.

This series is based upon two phases of learning; namely, (a) understanding of number relationships and computation procedures, and (b) habit formation involved in mastering number

facts and routine procedures. Children are led to seek understanding and willingly to apply themselves to gain skill by thoroughly relating the work to daily life in the home, the school, and the community. In applying these psychological bases to the concrete work, learning consciousness is sought by means of devices that compel the child (a) to visualize each problem, (b) to take time to think through each task, and (c) to compute accurately each problem. Study suggestions are provided to prevent wrong habits; tryouts or pretests are given before practice lessons; right techniques are insisted upon in mastering processes. The unit plan is followed for grouping the major principles, and regular cycles are arranged for repeating the abstract work. The tests are of the diagnostic-remedial type for eliminating difficulties and of the "constant" or standard type which enable children and teachers to gauge individual and class progress. The exercises are drawn from child and community life and are intended to fully allow for differences in ability, to develop initiative, and to lead finally to independence in numerical thinking.

The arrangement of the several books accepts the "slowing up" in arithmetic which has deferred by a grade the completion of the basic processes. The later books strongly lean upon business and trade problem materials, and the questions and problems "invite pupil participation and approval." The books are fully illustrated.

### Science Training for Metal and Wood Trades

By William H. Dooley. Cloth, xxiv-551 pages. Price, \$2.40. The Ronald Press, New York.

In achieving the objectives of industrial-arts courses, particularly the woodworking and metalworking courses, and in providing a well-rounded education for students in trade courses, there have been developed in recent years very excellent courses in so-called related information. It has been found that appreciation and intelligent use of the principles of woodworking and metal-

working, and a thorough understanding of the processes of the trades, is dependent in large part upon an understanding of the science principles involved. The woodworker who knows something about the properties of materials and of the principles of physics and of chemistry is a surer workman than the individual who lacks these facts. So, too, the machinist, the foundryman, and the stationary engineer who knows something of the structures and nature of metals, and who have some idea of heat, the transmission of power, etc., can carry on their work with far greater effectiveness.

The present book supplies in an ideal manner the need for science courses in high schools and trade-preparatory classes on the secondary level. In fact, the book might be used in any high school where the science department desires to emphasize the everyday application of the great body of principles and facts taught in general science and in physics and chemistry. The book is well balanced and in simpler form has been in use for fifteen years.

### Beppo and Lucia: Children of Sunny Italy

By Virginia Olcott. Cloth, 168 pages. Silver, Burdett & Co., Newark, N. J.

Here is a delightful children's book with colored illustrations and pretty stories about children in Italy. The environment is picturesque. Everything is seen through the eyes of child travelers. They see the beauties of Florence and Venice and the wonder of Rome; they visit shops in the cities and the fields in the country. They are familiarized with the life and traffic of modern Italy and with some of the glories of a past day.

### School Algebra

By R. M. Carey. Cloth, 288 pages. Price, \$1.50. Longmans, Green & Company, New York, N. Y.

The author of this book is an assistant master at Rugby School in England. The text differs widely in approach and arrangement from our conventional algebras. It is, however, well balanced and carefully graded and inclusive.



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## NEW BOOKS

### Controlled Reading

By Earl A. Taylor. Cloth. xxviii-367 pages. Price, \$3.50. University of Chicago Press, Chicago, Ill.

This book reports in detail the history and the more recent scientific data of the research in eye-movement photography, which has been so effective for diagnosing reading difficulties and for developing corrective exercises in reading. The author is familiar with both the personalities engaged in reading research and with the special studies which each has contributed during the past two decades. He has been closely associated with the innovation and improvement of the special devices used for recording and measuring eye movements. He has a clear grasp of the present projects in which the leading clinics and laboratories are engaged.

The book will be found a valuable tool in school-administrative offices and in speech-reading classes where reading difficulties are diagnosed and remedial courses are offered.

### Big Business, Its Growth and Its Place

By Alfred Bernheim, M. J. Fields, Rufus S. Tucker, Margaret Schneider. Cloth, 102 pages. Price, \$1.35. Published by the Twentieth Century Fund, Inc., New York, N. Y.

The special pleading of this book, as explained in the preface, is to put big business in its proper place against the background of American economic life. It shows how large business bulks in comparison with the smaller individuals and concerns.

The concentration of wealth is demonstrated in illuminating data and comparisons. The internal revenue figures for instance, show that the 594 largest corporations in all fields, or 0.15 per cent of the total number, owned approximately 53 per cent of the total corporate assets in 1933. But great differences are found between industries in the degree of concentration. One extreme is shown in the cigarette industry where eight large concerns employ about 99 per cent of the wage earners, while in the woman's clothing industry, only 4 per cent are employed in the six largest corporations.

In dealing with the subject in its general aspects, the authors aim to distinguish between the incorporated and unincorporated concerns. The conclusion reached here is that "if the entire panorama of economic activity is kept in view, the large corporation is far less prominent on the scene than if the attention is focused on the area of incorporated concerns."

It is admitted that the figures presented in this volume do not tell the whole story of the concentration of wealth and income in the hands of giant corpora-

tions. Here the authors have in mind the practice of interlocking directorates, investment trusts, trade associations, and banking affiliations and activities which cannot be brought to the surface.

### Comparative Study of Certain Items Relating to Teachers in Ohio Cities and Exempted Villages for the Year 1936-37

A report prepared by Prof. T. C. Holy, Ohio State University, Columbus, Ohio.

A study showing in particular the number of teachers in relation to previous years, and the salary status in 1936-37 as compared with 1935-36. An analysis of the data shows a slight increase in the number of teachers in cities and villages in 1936-37, slight decreases in teachers' salaries in certain cities and villages, increases in teachers' salaries in 75 cities and 38 villages, adoption of new salary schedules in 27 cities and 16 villages, and a much less variation in the length of school terms than in previous years.

### Regional Redistricting Plan for the State of Utah

By George H. Hansen. Paper, 60 pages. Brigham Young University Press, Provo, Utah.

This study of county boundaries and intra-state districts is extremely important for school-administrative authorities who are engaged in planning school-attendance and school-administrative redistricting. The author proposes the regional reorganization of the State of Utah on the basis of trade areas and natural geographic regions modified by such important factors as population, wealth, and roads.

### Sound Driving Practices

Prepared by Prof. William J. Cox and Mrs. Carroll D. Champlin, under the direction of Mr. Peter J. Stupka. Paper, 108 pages. Published by the Safety and Traffic Engineering Department of the American Automobile Association, Washington, D. C.

This is the third of a series of texts on traffic safety and driving, prepared under the direction of this association. It combines the ideas of educators and traffic specialists on safe driving principles and practices which should be known and observed in addition to the legal restrictions and rules. The matter is addressed to high-school students. Discussion topics and actual problems, as well as references for further reading, are found at the end of each chapter.

### The Educational Achievement of Pupils in Differentiated and Undifferentiated Groups

By A. G. Breidenstine, Soudersburg, Pa. Paper, 135 pages. Reprinted from the *Journal of Experimental Education*, 1936.

A study seeking to determine the validity of practice

and designed to improve the educational achievements of pupils. The study takes up (1) the status of differentiated grouping, (2) the nature of the problem, (3) the procedure and development of the program, and includes a summary of the findings for the different groups. It was found that pupils of the highest ability invariably made high scores but low accomplishment ratios; that the educational quotients of the pupils in the undifferentiated group were superior to those of the differentiated group; that pupils of average ability on the whole did as well in mixed classes as in differentiated classes. In most cases, undifferentiated pupils of average ability had the advantage.

### Ethics in the Teaching Profession

Bulletin of the research division of the National Education Association for February, 1937.

The development of professional standards of conduct among teachers has paralleled roughly the movement in other vocational groups. The National Education Association appointed a committee on ethics in 1924, and in 1929 officially approved a code recommended in the report of the committee. The summary which is divided into four parts, teaches upon (1) the present status of codes, (2) the general principles of code construction, (3) the code of the National Association and examples of codes of state teachers' associations, and (4) selected references. The pamphlet considers such phases of the subject as principles of character and conduct, standards in relation to pupils, parents, and community, standards of conduct in connection with teachers' agencies and publishing houses.

### High Spots in 1936 School Legislation

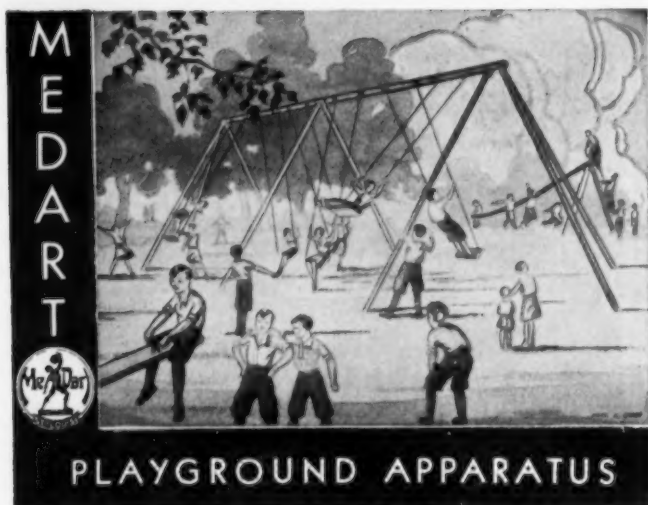
Paper, 8 pages. Issued by the research division of the National Education Association, Washington, D. C.

A study conducted by the research division of legislation considered by state legislatures in 1936. The summary lists the legislation considered and cites laws passed which have a bearing on schools.

### Journeys in Distant Lands

By Harlan H. Barrows and Edith Putnam Parker. Cloth, 174 pages, illustrated. 96 cents. Silver, Burdett & Co., Newark, N. J.

This first book (fourth grade) of the Bard-Parker Geographies (1936 edition) approaches the subject by taking the pupils to visit typical lands from the Equator to the Poles with the objective of learning the characteristics of the lands and understanding how the inhabitants have adapted themselves to their environment. As the child travels he listens to explanations and stories by his fellow travelers and the people he meets along



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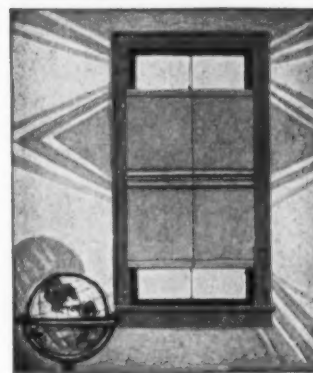
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the way, thus constructing vivid mental pictures of the various regions. He is also introduced to the drawing of maps and the interpretation of their symbols. There are plenty of attractive practical exercises.

### Tom's Trip in Practice-Pad Form

Unit-Activity Reading Series. By Nila B. Smith. Paper, 36 pages. Price, 36 cents. Silver, Burdett & Company, Newark, N. J.

A workbook for the pre-primary of the Unit-Activity Reading Series.

### Eric and Britta

By Virginia Olcott. Cloth, 176 pages. Illustrated. Price, 84 cents. Silver, Burdett & Company, Newark, N. J.

This supplementary reader for the elementary grades is intended to show how the people of flowery Sweden live at home and earn their living, at the same time providing a geographical background of that country. The illustrations are such as will appeal to youngsters. A list containing the pronunciation and explanation of the difficult words appears at the end.

### Otis Quick-Scoring Mental Ability Tests

Alpha test, per package \$1.15. Beta test, per package 85 cents. World Book Co., Yonkers, N. Y.

The Alpha test is intended for primary grades, is non-verbal, and is valid for grades one to four inclusive. Tentative norms have been developed and scores are expressed in terms of mental age.

The Beta test is intended for grades four to nine and is a complete revision of the author's intermediate examination of the Otis self-administering test. Accurate norms are available and scores are reported in terms of mental age.

For both tests time-saving scoring devices are provided.

### Alice's Adventures in Wonderland

By Lewis Carroll. Paper, 149 pages. Price, 25 cents. International Pocket Library, Boston, Mass.

Well printed, but the binding is too flimsy for school use.

### The Progress Arithmetics

By Philip A. Boyer, W. Walker Cheyney, Holman White, and Violet Wacker. Book A, paper, 178 pages; price, 48 cents. Book B, paper, 186 pages; price, 48 cents. The Macmillan Co., New York, N. Y.

These are combined text- and workbooks for grades three and four. The authors hold that all arithmetic should be built around the experiences of children and around the social contacts and interests which they have in the family and the community. The books provide a vast amount of drill and practice on the fundamental processes for the purpose of developing accuracy and speed. Frequent tests to discover weaknesses in learn-

ing are combined with drill materials for overcoming individual difficulties. Book B requires pupils to think through problems before attempting solutions.

### Peter and Nancy in Asia

By Mildred Houghton Comfort. Cloth, 283 pages. Price, 85 cents. Beckley-Cardy Company, Chicago, Ill.

The story of a trip through Asia from Istanbul to Yokohama is here told for fifth- and sixth-grade pupils. The author seeks the color and romance of life in the ancient countries and contrasts customs and modes of living with our own. Many new illustrations supplement the text.

### Mathematics Through Experience

Book I. By Joel S. Georges, Robert F. Anderson, and Robert L. Morton. Cloth, 373 pages + 23; price, \$1. Book II, cloth, 389 pages + 27; price, \$1.04. Book III, cloth, 480 pages; price, \$1.28. Silver, Burdett & Co., Newark, N. J.

These texts provide the concluding work in arithmetic, introductory geometry, and complete algebra for the three years of the junior high school.

### Everyday Life Reader

Book I. By Ethel Maltby Gehres. Cloth, 154 pages. Price, 52 cents. The John C. Winston Co., Philadelphia, Pa.

The third book in the "Everyday Life Series." Illustrated with photographs.

### Vocational Guidance in Action

By John A. Fitch. Cloth, 288 pages. Price, \$2.75. Columbia University Press, New York, N. Y.

This study of vocational guidance analyzes (a) the present concept and program of vocational guidance, (b) the functions, qualifications, and activities of guidance workers, (c) the scope and methods of placement. The whole forms an analysis of the guidance worker's job in counseling and placement. The point of view is entirely that of the professional social-service worker rather than that of the educator.

### We See the World

By Gladys F. Rinehart. Cloth, 275 pages. Beckley-Cardy Co., Chicago, Ill.

A trip around the world. The language and point of view are those of fifth and sixth graders.

### Our Business Life

By Lloyd L. Jones. Cloth, 645 pages. Complete Edition. Price, \$1.50. The Gregg Publishing Co., New York, Chicago.

This book is designed to provide the core information and the general skills which may be expected in a student who has completed a high-school commercial course. The scope of the book is distinctly inclusive. It

gives in the first two parts an overview of business in general and of the making of a living. Succeeding parts explain the purposes, organization, and operation of the major forms of business—communication, travel and transportation, buying and selling—and the management aspects of business and law and government. The ethical aspects of business and the selection of an occupation complete the work.

The technical chapters of the work are complete, reflect the latest ideas in practice and mechanical devices, and provide a well-balanced understanding of procedures and conditions. The unit organization of the work allows for considerable flexibility in the assignment of lessons. The study aids are of eight distinct types. Even a casual use of two or three will compel the student to engage in some reflective thinking and to apply what he has learned to himself and to the management of his economic life and business relations. The "social-business assignments" and the "everyday-business problems" are of a type that deserve enthusiastic commendation. It is to be regretted that the author has not more distinctly limited his argument of economic success and power as an objective of life and that he has not more deeply motivated the ethical chapter. There is more than mere utility in business honesty and more than social utility in good character.

● SUPT. A. E. PIERCE, of Reading, Mass., has been re-elected for a three-year term.

● SUPT. G. H. SANBERG, of Rochester, Minn., has been re-elected for his thirteenth year, with a substantial increase in salary.

● SUPT. C. L. ZINK, of Milan, Kans., has been re-elected for another year.

● MR. A. W. MERRILL, formerly assistant superintendent of schools of Des Moines, Iowa, has been elected superintendent of schools. He succeeds Mr. John W. Studebaker, who since 1934, has been on leave of absence in Washington, serving as Federal Commissioner of Education. During the absence of Mr. Studebaker, Mr. Merrill served as acting superintendent.

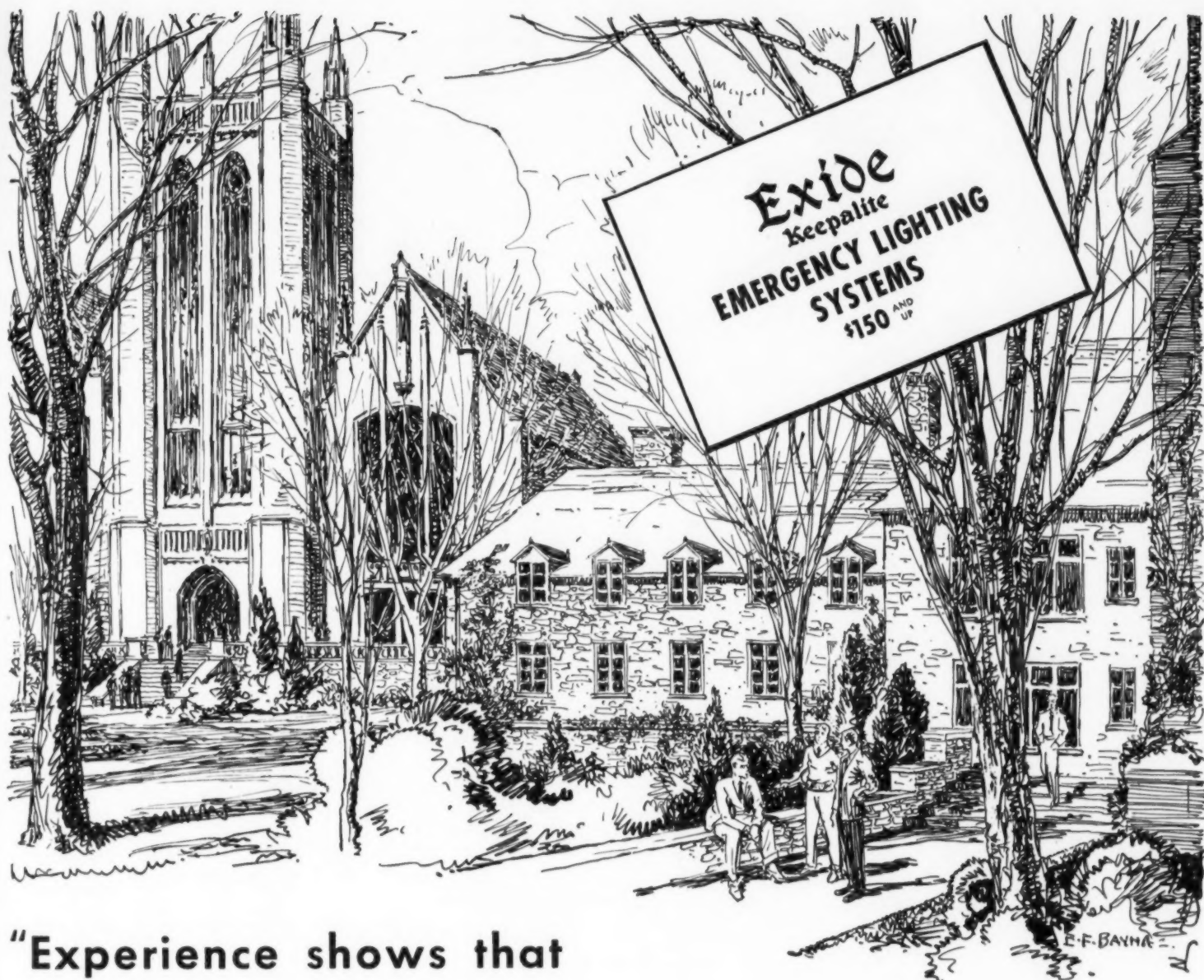
● SUPT. C. A. KEITH, of Marietta, Ga., has been re-elected for his eighteenth year.

● MR. W. C. DYER, of Columbiaville, Mich., has been elected superintendent of schools at Union City.

● MR. JAMES K. MITCHIE, formerly principal of the high school at Little Falls, Minn., has been elected superintendent of schools.

● SUPT. A. H. JOHLFS, of Deerwood, Minn., has been re-elected.





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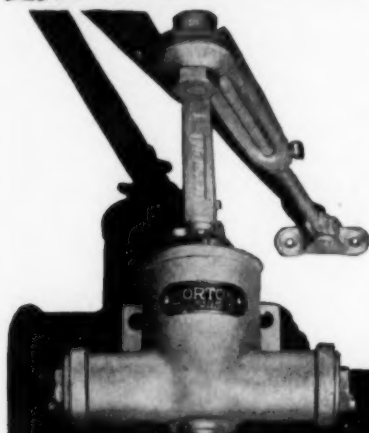
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## School Board News

### MICHIGAN SCHOOL BOARDS MEET IN LANSING

The Department of Superintendents and School-Board Members of Michigan held its annual meeting April 8, in Lansing. President Henry Geerlings, of Holland, presided.

The meeting opened with a talk on "A Forward Look for Education" by Henry Geerlings, president of the association. Mr. D. A. Van Buskirk, of Hastings, discussed "The Program of the Michigan Education Association"; Supt. L. C. Mohr, of South Haven, talked on "Civil Service for Teachers"; Dr. P. T. Rankin, of Detroit, took up the topic, "Curriculum Reconstruction in Michigan."

The afternoon session was opened with a talk on "Financing Education in Michigan," by Dr. A. J. Phillips, of Lansing. Talks on similar topics were given by Dr. J. F. Thomas of Detroit, Ralph Freeman of Flint, Dr. S. L. Loupee of Dowagiac, William Taylor of Lake Odessa, and Mrs. Daisy Howard of Genesee County. John Emens, of Lansing, talked on "The Supply of Teachers." The session closed with a discussion of legislation and problems of education.

### BOARD OF EDUCATION SEEKS TO REPRESENT PUBLIC

The board of education should be responsive to the public will in its conduct of the New York City public schools, in the opinion of Mr. Henry C. Turner, president of the board of education, who made the statement in connection with a talk given before a gathering of teachers and supervisors, April 5.

Mr. Turner explained that the board of education is essentially a legislative body, responsible for the policies which guide the city's schools.

"We represent the citizens of New York in the education of their children," he said, "and it is perfectly natural that the board composed of laymen, should be responsive to the public will."

The board's first duty at the present time, said Mr. Turner, is to eliminate overcrowding in the schools and to abolish double sessions in school buildings.

All of the complex machinery needed to run the city's schools, he pointed out, has but one fundamental purpose, improvement of the instruction given to the city's children. He urged that discipline be a part of that instruction, saying, "Life is a very stern and strenuous thing, and the child who hasn't been taught to harness his will along with his mind is going to find life a very difficult proposition."

The speaker described the organization of the board and its subdivision into committees dealing with various phases of the schools' affairs. What was originally intended to be purely an honorary post on the board, he commented, has developed into a very active employment.

He compared the board to a group of trustees to whom has been delegated the general management and control of the city's school system. In its capacity as a policymaking body, he pointed out, it passes on pedagogical as well as financial policies, but leaves the administration of those policies to the superintendent of schools, the board's executive officer.

### BUFFALO'S SCHOOL CAFETERIAS

The department of school cafeterias for the school system of Buffalo, N. Y., during the year 1935-36, operated units in 48 elementary schools, 5 vocational high schools, 9 senior high schools, 1 high-school annex, and 1 boys' continuation

school. In addition to the regular cafeteria service 619,044 unit luncheons were served to undernourished and indigent children. This latter service was rendered at a cost of \$87,662.55.

Samuel Pfeiffer, supervisor of cafeterias, reports that a graduate dietitian had been employed not only to determine upon the food to be served but also to note the results of the service. In many schools serving the unit luncheons, principals and teachers have voiced the opinion that this service has aided greatly in decreasing absences due to illness; has increased the daily average attendance; that there has been a noticeable improvement in mental alertness and that problems of discipline have been fewer. The worthiness of this humanitarian undertaking is, without question, one which merits consideration.

During the summer-school session of 1935, the department under the direction of Miss Etta Hackett, assistant supervisor of cafeterias, conducted a training class for employees in service and for the many applicants whose names were on the waiting list. This plan has been carried out for the past four years with the result that the department has improved the service to a point where now all patrons throughout the system are getting food similar in quality, quantity, and price.

The cost of operating the cafeterias for the period of one year was \$381,379.27. The income from the sales of food was \$376,001.78, leaving a net loss of \$5,377.49.

### BOARDS OF EDUCATION

♦ Morganfield, Ky. The Union county board of education and the city board of education have approved a new five-year program of school centralization which will affect 200 high-school students. The merger will become effective on July 1 and will place the two school units under one combined board. It involves the establishment of new elementary-school centers and will provide a better and richer curriculum.

(Concluded on page 102)



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**YES, Mr. Superintendent . . . .**  
**You may prove this on your**  
**Floors This Summer . . . . .**

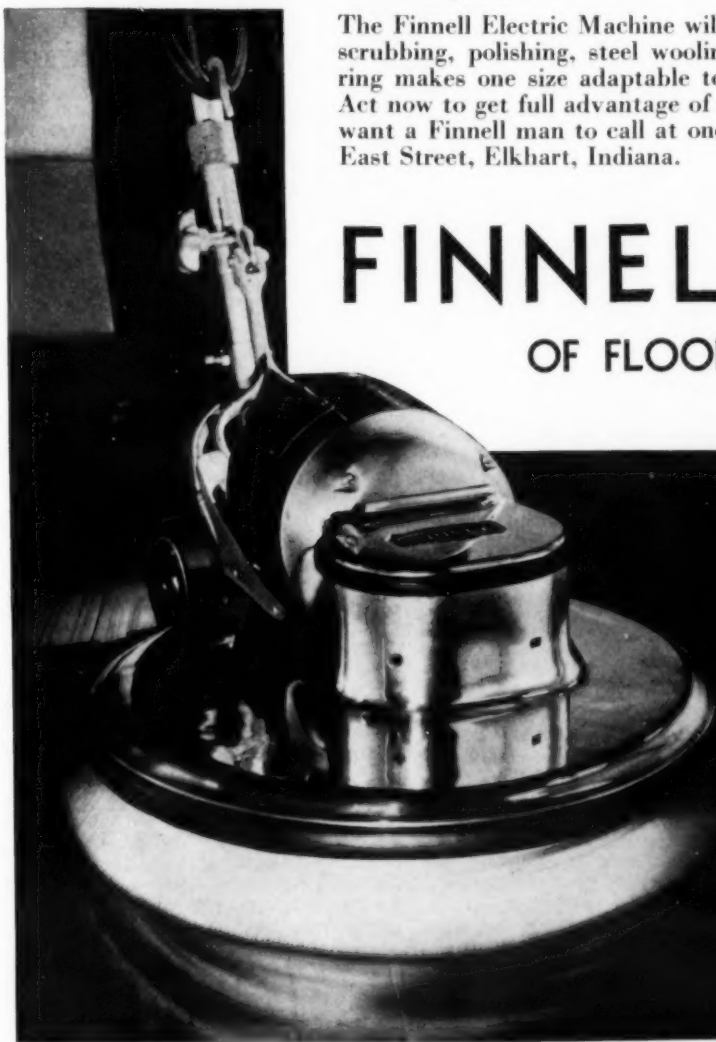


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## FINNELL SYSTEM

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**A.P.W.**

# Onliwon Tissue

(Concluded from page 100)

♦ Red Wing, Minn. The board of education will have charge of the operation and supervision of all athletic activities at the city athletic field, under an agreement entered into with the city council. The arrangement which is on trial for a year provides that 15 per cent of the gross proceeds from all events must be turned over to the city.

♦ New York, N. Y. Mr. Howard W. Nudd, director of the Public Education Association, who is opposed to the Feld Bill to increase the membership of the board of education, has expressed approval of an increase in the size of the board through a nonpartisan appointive commission.

♦ Indianapolis, Ind. The school board contemplates the purchase of an ophthalmograph, a machine which takes motion pictures of eye movements of the reader on a printed page.

♦ Bethlehem, Pa. The school board has approved a recommendation, providing for a comprehensive survey of the city school system. Dr. Harold P. Thomas, educational advisor to the board, was ordered to prepare a statement of the cost of the survey, together with a plan of organization, and a list of possible experts to whom the findings might be presented.

♦ Fort Wayne, Ind. The board of education has taken steps to provide improved facilities for the instruction for crippled children of the city. It is proposed that an old residence, bequeathed to the schools, be converted into suitable rooms for the school. At the present time twenty pupils are being taught in two rooms of one of the elementary schools.

♦ Maysville, Ky. The schools of Mason County will have a nine-month school year, beginning with the school year 1937-38. The term was lengthened to provide all students with transportation. In the past, high-school students were required to provide their own transportation.

♦ Pontiac, Mich. The board of education is facing a serious financial situation with the close of the school year in June. The board esti-

mates that it will be necessary to borrow \$43,000 in order to complete the year. The estimated expenses for the remainder of the school year amount to \$374,500, leaving an estimated deficit of \$45,000.

♦ Charlotte, N. C. The school board has begun a school-ground beautification program. The work will be conducted under the auspices of the WPA and will be part of a county-wide beautification project.

♦ Fort Wayne, Ind. The terms of office of the five members of the city school board will automatically expire on August 1, under the provisions of a new school law passed by the state legislature. The new board will comprise five members, each of whom will serve for four years.

♦ Port Chester, N. Y. The board of education has begun a survey to determine the possibility of consolidating the five school districts of Harrison.

♦ Chicago, Ill. The elimination of the freshmen year in the three technical high schools has been announced by Supt. W. H. Johnson as a step in the program to modernize the city's educational system. Beginning next September, each student will be required to show his aptitude in a technical sequence in one of the other high schools before he is permitted to enroll for three years in any of the technical schools.

♦ Branding present college-entrance requirements in Nebraska an "obstacle to the progressive curriculum construction in the secondary school," superintendents and principals of the Nebraska Teachers' Association, at the recent meeting on March 21, in Lincoln, adopted a resolution endorsing a modified entrance plan. The plan is directed at a relaxation of university requirements to allow a wider choice in subjects to be submitted for admission.

♦ Members of the several schools in the county recently met at Johnston City, Ill., and formed the Williams County School-Board Association. Mr. I. L. Clark was chosen president, and Bert Chapman, secretary. Both reside in Johnston City.

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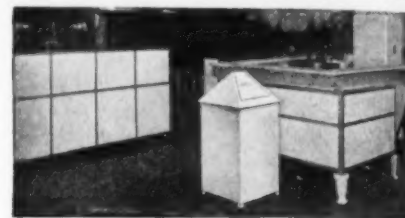
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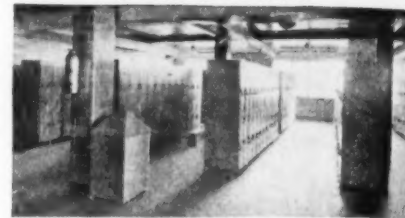
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IN CLASS ROOMS



IN LOCKER ROOMS



IN CORRIDORS

♦ An amendment to the rules of the school board of Cambridge, Mass., requiring that appointments to the school system be made only of persons having legal domicile in Cambridge was lost by a vote of 4 to 2.

♦ Members of the Allentown, Bethlehem, and Easton, Pa., school boards have voted to form a permanent organization, to be known as the Tri-City School Directors' Association. The main purpose of the organization is to discuss school legislation.

♦ The request for \$25,000 to be expended in a survey of the school system of Minneapolis, Minn., by the board of education was defeated by the local city council.

♦ Seattle, Wash. An audiometer testing program for revealing hearing defects of school children has been in operation in the public schools since January of this year. The program provides a more effective testing due to the use of the audiometer. It is used in following up all cases where defective hearing has been indicated by the group audiometer test. The work was begun two years ago by an interested group of citizens who presented an audiometer for group testing of children.

♦ Tyner, Tenn. The school board has made application for a PWA grant for the financing of the new high school, estimated to cost \$135,000.

♦ Tomah, Wis. Construction work has been started on a new school addition, to cost \$130,000. The building provides a gymnasium and auditorium and is being erected under WPA auspices.

♦ Owensboro, Ky. The county board of education of Daviess County has completed plans for a school-bond election to finance a new building program estimated to cost from \$175,000 to \$200,000.

♦ Glen Cove, N. Y. The school board has approved the preliminary sketches for the new high school, estimated to cost \$1,200,000. The building will be erected with the aid of WPA funds and will accommodate 1,500 students.





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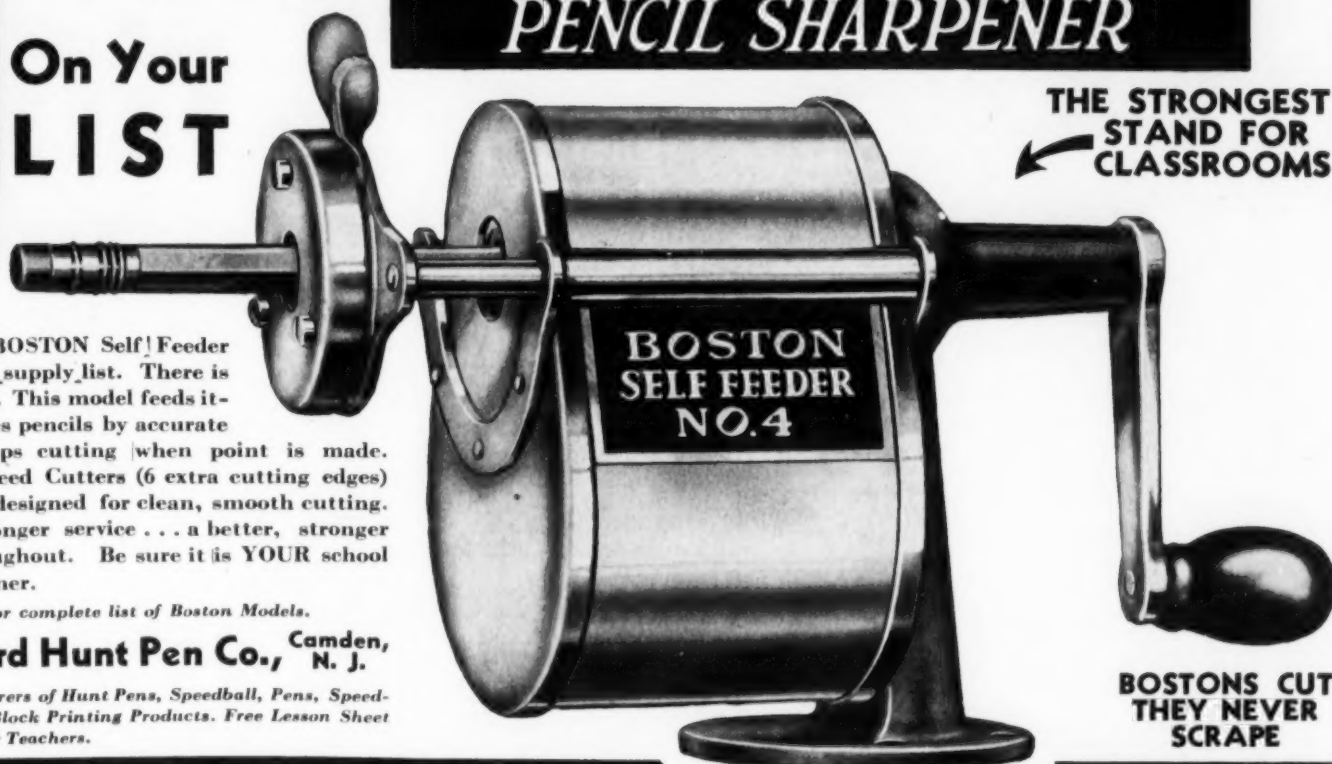
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# BOSTON

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CLASSROOMS



BOSTONS CUT  
THEY NEVER  
SCRAPE

## A Supreme Court Decision on Teacher Tenure

A teacher-tenure case which has been watched with great interest by educators of Indiana, was recently decided by the Supreme Court of that state. Briefly put, the case as outlined by the court, was as follows:

Superintendent Youngblood was demoted to a principalship by the school board of Peru, Ind., and a successor was appointed superintendent of schools. Mr. Youngblood refused to accept the principalship, contending that the act of the school board was in violation of the teacher-tenure law. After considerable local conflict, Mr. Youngblood entered suit and asked the court that the school authorities be restrained from engaging his successor. The school board in its reply to the court, filed written charges of insubordination.

The lower court, in which the case was tried, decided in favor of Mr. Youngblood, ordered his reinstatement as superintendent, and awarded judgment in the sum of \$3,892.50. The school board secured an arrest of judgment and appealed for a new trial which was denied.

The case was then appealed to the Supreme Court, which body went exhaustively into the case as to the two questions at issue. The first was whether the demotion was in violation of the tenure law and the second whether the refusal on the part of Mr. Youngblood to obey the orders of the school board constituted a case of insubordination against him.

In defining the tenure act the court said: "There is nothing in the act specifying a particular position for any teacher. The act provides that a teacher who has been employed continuously for five successive years, and thereafter enters into a teacher contract for further service, shall become a permanent teacher in such

a corporation. It does not specify that the teacher must hold the same position, but only that he is a permanent teacher in the school corporation. The status of a teacher extends to and includes the superintendent as defined by the statute, and he is given the privileges of a teacher. The rights and privileges are controlled by the same law, and his status is the same as that of a permanent teacher under an indefinite contract."

The court cited a number of cases in which was demonstrated that in the absence of positive restrictions, the school board enjoyed wide discretion in the employment and dismissal of teachers, or in the transfer and assignment of them. One of these used language as follows: "The public schools were not created, nor are they supported, for the benefit of the teachers therein, but for the benefit of the pupils, and the resulting benefit to their parents and the community at large."

It was here held that the transfer of the teacher to a lower grade was permissible. And added: "It is the view of this court that the transfer of the appellee from the position of school superintendent to principal of a south-side Peru school did not have the effect of cancelling his contract."

### The Question of Insubordination

The Supreme Court, in discussing the question of insubordination said: "Among the charges against the appellee is one based upon the alleged specific act of insubordination, the appellee's refusal to accept the position of principal of the south-side school, assigned to him by the board of trustees. Insubordination is one of the grounds specified by the statute for the removal of a permanent teacher. If his refusal to accept that assignment as directed by the board member

amounts to insubordination, then this judgment must be reversed on that ground, if not for other grounds assigned."

The Court then stated that "it clearly appears that the board was justified in holding that the appellee (Mr. Youngblood) was guilty of insubordination," and set aside the mandate of the lower court to reinstate the superintendent and pay him his salary. It added: "Where a school board has proceeded according to a statutory provision in good faith and upon sufficient proof, the courts cannot substitute their own judgment for the judgment of the board."

In its decision the Supreme Court held that the evidence was sufficient to sustain the findings of the school board, and that under such circumstances the trial court was without jurisdiction to impeach its motives, and declared the judgment of the lower court reversed.

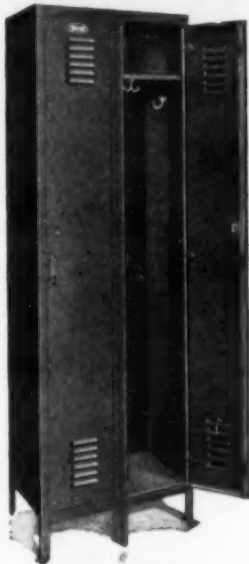
### LAW AND LEGISLATION

♦ Governor Townsend of Indiana has signed a bill in the state legislature, which increases from \$700 to \$960 the amount of the annual pension of a school teacher in the state. Under the law, teachers entering the service after July 1, 1939, will be subject to automatic retirement upon attaining the age of 66 years. Present teachers who come under the act, will be subject to an increase of 60 per cent in their contributions. The bill reduces the minimum retirement service from twenty-five to twenty years, and the maximum from forty to thirty-five years.

### PROVIDES LEGISLATIVE SERVICE

The California State Association of Public-School Business Officials is providing a legislative service for its members. Mr. A. P. Mattier, secretary of the association, has been made contact man to keep in touch with all measures introduced in the state legislature. Copies of all bills are passed on by the legislative committee of the association and factual information for and against all bills is made regularly available to members.

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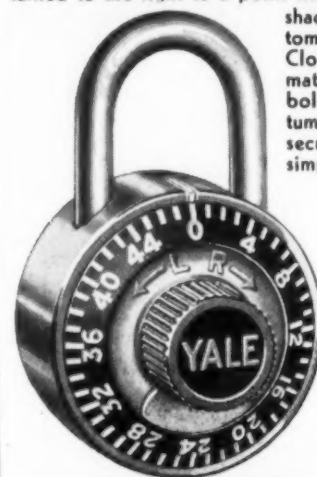
Three combination numbers are dialed—after dialing the third number the dial is turned to the right to a point where the

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## City School Systems Continue to Grow

U. S. Office of Education Releases 1933-34 Statistics

During the regular school session of 1934-35 there were enrolled in the city public schools of the United States 13,049,144 pupils. Of this number, 6,638,608 were boys and 6,410,536 were girls. In addition to the regular day-school enrollment there were 811,882 persons enrolled in the night schools. This data which has been gathered by the United States Office of Education, covers 241 cities.

In presenting this data, the cities were divided into Group I, including 90 cities with a population of 100,000 and over; Group II including 211 cities of between 30,000 and 100,000; and Group III of 211 cities having a population of 10,000 to 30,000.

The percentage of pupils enrolled in average daily attendance has been increasing from decade to decade. In 1900 the attendance was only 74.6 per cent of the enrollment; in 1910, 79.6 per cent; in 1920, 78.6; in 1930, 84.4; and in 1934, 86.1 per cent. From 1932 to 1934, the percentage of attendance dropped from 86.4 to 86.1, but only in cities of Group I was there a decrease. In each of the other groups there was a small increase.

### The Pupil-Teacher Ratio

For all school systems in cities having a population of 2,500 or more, the number of pupils enrolled per teacher in 1934 was 35 and the number in average daily attendance per teacher was 30. In 1934, there was one less pupil enrolled per teacher than in 1924. In 1930 and 1932 the pupil-teacher ratio was 33, or the lowest within the 10-year period. From these dates to 1934, the number of pupils enrolled per teacher increased to 35, or an average increase of 2 pupils per teacher. The number of pupils in average daily attendance per teacher in 1934 was the

same as in 1924. From 1930 to 1934 there was an average increase of 2 pupils per teacher. In some cities the pupil-teacher ratio has, however, increased since 1930 to such an extent that many large classes have resulted.

It is interesting to note that the increase in pupil-teacher ratio was in the high schools. For years the average number of high-school pupils per teacher has been much less than the average number of elementary-school pupils per teacher.

### Supervisory and Teaching Staff

In the public day schools of cities having a population of 2,500 or more, 3,209 superintendents and assistant superintendents, 18,826 supervisors and principals, and 374,257 teachers were employed in 1933-34. From 1932 to 1934, the number of superintendents and assistants decreased 2 per cent; the number of supervisors and principals, 10.2 per cent; and the number of teachers, 3.3 per cent.

Of the 374,257 teachers in the day schools of all groups of cities in 1933-34 there were 60,187 men and 314,070 women, or 16.1 per cent and 83.9 per cent, respectively. The percentage of men teachers has, however, been increasing in each group of cities. For all groups combined the proportion of men teachers increased from 11.1 per cent in 1924 to 14.4 per cent in 1932, and to 16.1 per cent in 1934.

The percentage of increase in the number of men teachers from 1924 to 1934 is reflected in the following figures: elementary, 3.8; junior high, 25.1 per cent; junior-senior high school, 35.1; senior, 38.1 per cent; 4-year regular high school, 37.5 per cent; vocational high school, 60.9 per cent.

The average annual salaries paid, covering all groups was kindergarten, \$1,726; elementary,

\$1,672; junior high school, \$1,861; junior-senior high school, \$1,960; senior high school, \$1,826; 4-year high school, \$2,299; vocational, \$2,232.

### Source of City School Dollar

Of all school revenues in cities having a population of 10,000 or more, 73.7 per cent comes from city school taxes; 18.3 per cent, including about 0.1 per cent of federal funds for vocational education, from the state; 4.7 per cent from the county; 1.2 per cent from tuition fees from other school districts; and 2.1 per cent from other local sources. Of the 73.7 per cent derived from local taxes, 60.2 per cent is for current expenses and 13.5 per cent is for debt service.

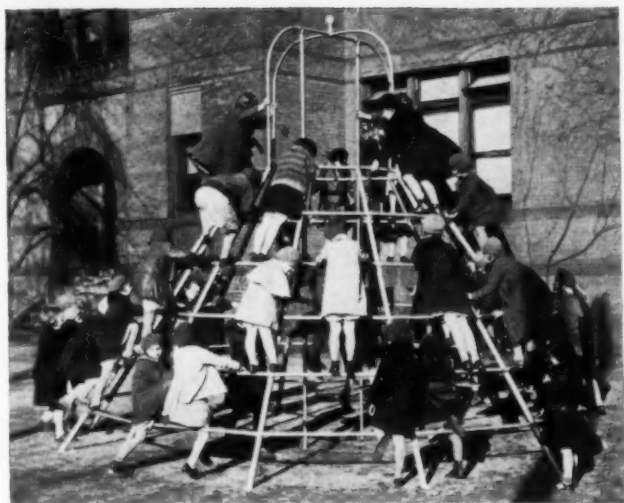
In cities of 10,000 population or more, the sources of school revenue receipts changed somewhat in relative amounts from 1930 to 1934. The income from the following sources changed within the 4-year period as follows: the state funds, including federal funds for vocational education, from 14 to 18.2 per cent; local taxes for debt service from 17 to 13.5 per cent; tuition from 0.9 to 1.2 per cent; local taxes for current expenses from 70.8 to 60.2 per cent; and from the county it decreased from 5 to 4.7 per cent. The significant changes from 1930 to 1934 were the increase in the proportion of income derived from city taxes for debt service and the decrease in the proportion derived from local taxes for current expenses.

The distribution of the school dollar, covering the three groups of cities is made as follows: general control, 3.3 per cent; instruction, 78.0; operation, 10.00; maintenance, 3.0; auxiliary agencies and co-ordinate activities, 2.8; fixed charges, 2.9 per cent.

The proportion expended per item varies greatly among the cities. For example, the percentage devoted to instruction in a sampling of 75 cities in Group I ranges from 65.5 to 87.5, and that to operation ranges from 5 to 14.8 per cent.

(Concluded on page 108)





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### INTERNATIONAL CORRESPONDENCE SCHOOLS

Scranton Pennsylvania

Member, National Home Study Council,  
and, National Conference on Supervised Correspondence Study.

(Concluded from page 106)

Of the total-expenditure dollar the proportion spent for capital outlay dropped from 24.5 per cent in 1924 to 9.8 per cent in 1932, and to 2.7 per cent in 1934, while the proportion spent for interest increased from 4.3 per cent in 1924 and 8.1 per cent in 1932, to 9.7 per cent in 1934. The proportion devoted to capital outlay in 1934 was lower than at any other date.

The decrease in per-capita costs from 1930 to 1932 was small, amounting to only 2.9 per cent for all cities. From 1932 to 1934 the cost per pupil took a decided drop in each group of cities, amounting to \$15.30, or 13.3 per cent, in Group I; \$13.67, or 13.8 per cent, in Group II; \$12.94, or 15.7 per cent, in Group III; \$9.54, or 13.1 per cent, in Group IV; and \$14.19, or 14.5 per cent, for all groups.

The cost per pupil based on average daily attendance in the three groups combined is as follows: kindergarten, \$47.01; elementary, \$59.98; junior high school, \$77.56; junior-senior high school, \$76.06; senior high school, \$81.09; regular 4-year, \$96.61; vocational and trade, \$135.53.

The total bonds outstanding in cities of 10,000 population, and upward, less amount in sinking fund, increased from \$986,290,000 in 1924 to \$1,749,569,000 in 1934. This excludes cities constituting part of county school systems.

From 1924 to 1930 the tax rate for school purposes on estimated true value remained fairly constant, but from 1930 to 1934 there was a decided drop in the tax rate from 8.23 to 6.74 mills, or a decrease of 18.1 per cent. In cities of Group I there was a decrease from 8.03 to 6.55 mills, or 18.1 per cent; in cities of Group II, a decrease from 8.74 to 7.71 mills, or 11.8 per cent; in cities of Group III a decrease from 8.48 to 6.52 mills, or 23.1 per cent.

#### MEDICAL DIAGNOSIS RECOMMENDED

A joint committee on health problems of the National Education Association and the American Medical Association has adopted resolutions

recommending that all diagnoses of eye defects in children and the fitting of glasses be undertaken by medical specialists in diseases of the eye. The committee holds that the eye as an organ of vital necessity requires conservation and treatment only at the hands of trained and competent persons. Teachers and nurses properly may and do make rough tests of visual acuity in the classroom but the diagnosis of eye diseases and the correction of disturbances of vision require the services of a competent medical practitioner. It cannot be left to persons of less preparation and understanding.

#### BASKETBALL IN SCHOOLS

Questions as to whether basketball as played in Indiana is an evil or a benefit, were recently asked by Dr. Thurman B. Rice, of the Indiana University School of Medicine. He asks:

"Is basketball, as it is played in Indiana, a good thing for the bodies and morals of the young people, participating and rooting? Bear in mind please, we are not saying that it is not; we are merely asking the question. Maybe it is a fine thing; maybe it isn't. Anyway, we ought to know.

"1. What forces control basketball and what are their motives? Do they favor the moral and physical development of the boys or are they anxious to make big gate receipts and to win games at any cost? Other questions are:

"2. Do the school officials control the coach or does the coach control the school officials?

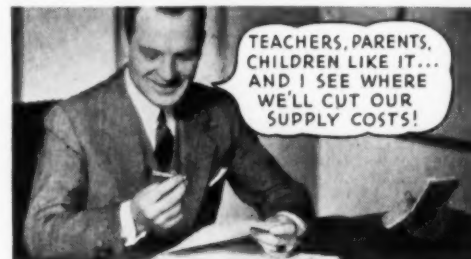
"3. Can the regular faculty in your high school 'flunk' the star basketball athlete? Or will he be able to flaunt his misdoings before the whole student body and get by with it?

"4. Who controls the situation in your home town? Is it the fans who meet at the loafing places, the business men who want the town advertised, the newspaper writer, or the school authorities and parents?

"5. Are the star athletes in your school a good moral example for other members of the student body?

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"6. What about the officials who 'work' the games? are they school people who understand the purpose of all this and have an educational viewpoint or are they farmhands, mechanics, and loafers whose only interest is their own welfare?

"7. Is there betting going on in your neighborhood? Bear in mind that betting is dangerous because it tends toward heavy subsidies and 'fixing' of games.

"8. Is it necessary to have a state champion and a state tournament? Are the boys who win insolent and are those who lose dejected and despondent?

"9. Does the amount of practice and the time spent in making long trips and playing games interfere with the proper school program, including study periods, and does it interfere with the proper social life of the school?"

#### INDIANA SCHOOL-BOARD LAW CHANGED

The Indiana state legislature has passed a law providing that city school trustees shall be appointed by the mayors in all second-class cities. The law sets forth that each new board shall consist of five members, each member to serve for four years. At least three members of the new board must be persons now serving as trustees. The law gives the mayor power to appoint one school-board member who will hold office for the term of one year from the first day of the next succeeding August; one school trustee who will hold office for a term of three years from the next succeeding office; and two trustees who will hold office for a term of four years from the next succeeding August. Another section of the bill provides that the city school board shall be entitled (if it desires) to vote each of the five members a salary of \$200 each. Among the cities affected are Fort Wayne, Gary, Evansville, etc.

• SUPT. A. ALTON GARCELON, Jr., of Biddeford, Me., has been re-elected for a three-year period. Superintendent Garcelon has completed four years of service in the school.



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## THE IOWA SCHOOL-BOARD CONFERENCE MEETS IN DES MOINES

The Iowa School-Board Conference, at its annual meeting in Des Moines, on April 9, centered its attention on forward-looking policies in the direction of better budgetmaking, more adequate equipment, and improved methods for the selection of teachers. Approximately two hundred persons were in attendance. More than 60 per cent of those present were school-board members and officers.

During the meeting special recognition was given to school-board members and officers who had served their communities for a period of ten years or more. Approximately thirty of the delegates in attendance had been board members more than ten years. Among these were George Darrington, Honey Creek, 26 years; H. E. Hazen, Denmark, 25 years; George Keeney, Mallard, 22 years; C. E. Lewis, Denmark, 31½ years; R. J. Paul, Gilman, 22 years; H. V. Roct, Avoca, 29 years; E. J. Sidney, Greenfield, 30 years.

The general topic for discussion was "Planning the Program for Iowa School Children in 1937-38." Miss Agnes Samuelson, state superintendent, who acted as chairman, briefly outlined the purpose of the conference and the scope of the problem for consideration. The general theme was developed by school officers in various sections of the state. Mr. C. D. Evans, Ottumwa, talked on "The Value and Use of the School Budget"; Mr. H. C. Roberts, Sioux City, discussed "Replacement of Equipment"; Mr. W. G. Brooks, Burlington, took up the topic of "Legislation"; Mr. King Palmer, West Union, talked on "Selection of Teachers"; Hon. LaMar Foster, West Branch, discussed "Meeting our Responsibility to Iowa School Children."

The association adopted a number of resolutions, among which were the following:

1. Endorsed the general principles of the state support bill promoted by the Iowa Council of Better Education.

2. Endorsed the Teachers' Annuity Bill provided the funds are not raised by direct property tax.

3. Endorsed the Iowa School-Board Association as a medium for advancing the cause of education. Members of local school boards were urged to support the association.

## FINANCING OF EDUCATION DISCUSSED BY MICHIGAN SCHOOL-BOARD MEMBERS

The Michigan Association of School-Board Members and Superintendents held their annual meeting on April 8, in Lansing, with approximately five hundred members in attendance. Mr. Henry Geerlings, of Holland, served as president of the meeting.

The meeting opened with a talk on "A Forward Look for Education," by Henry Geerlings, president of board of education, Holland; D. A. Buskirk followed with a talk on "The Program of the M.E.A."; Dr. P. T. Rankin, Detroit, took for his topic, "Curriculum Reconstruction in Michigan"; L. C. Mohr, South Haven, talked on "Civil Service for Teachers"; J. M. Clifford, of the Michigan Teachers' Retirement Fund, discussed "Social Security for Teachers"; Dr. A. J. Phillips, secretary of the Michigan Education Association, talked on "Financing Education in Michigan"; Dr. J. F. Thomas, Detroit, discussed "Financing Education in Cities of the First Class"; Ralph Freeman, Flint, took the subject, "Financing Education in Cities of the Second Class"; Dr. S. L. Loupee, Dowagiac, talked on "Financing Education in Medium-Size Cities"; William Taylor, Lake Odessa, spoke on "Financing Education in Villages"; Mrs. Daisy Howard, of Flint, talked on "Financing Education in Rural Areas"; Eldon Robbins, Lansing, discussed "Other Pending Legislation"; John Emens, Lansing, talked on "The Supply of Teachers." There was a discussion period led by E. E. Fell of Holland.

The afternoon session opened with a talk on

"Ways and Means of Education," by Tauro Strawhecker, Grand Rapids; John F. Thomas, Detroit, followed with an address on "Financing Education in Cities of the First Class"; Charles S. Neithercut, Flint, talked on "Financing Education in Cities of the Second Class"; James H. Lynch, Pontiac, discussed "Financing Education in Cities of the Third Class"; E. J. Willman, Owosso, discussed "Financing Education in Cities of the Middle Class"; William Taylor, Lake Odessa, took for his topic, "Financing Education in Villages"; Mrs. Daisy Howard, Flint, talked on "Financing Rural Schools"; O. A. Earle, Kalamazoo, discussed "General School Needs"; and Mrs. Harry Applegate, Lansing, took the topic, "Women's Interest in School Aid."

The meeting closed with the election of officers. John Webster, of Detroit, was elected president for the next year; Supt. Lawrence Packard, Port Huron, was named vice-president; and H. C. Daley, Highland Park, was made secretary-treasurer.

## SCHOOL TAX IN IOWA

At a school officers' meeting, held at Dubuque, Iowa, recently, Supt. Joseph Flynn pointed out that in accordance with a Brookings Institute report new sources of revenue in Iowa have gone largely to state support, and less to county and municipal support, and practically none to the public schools. The following facts are brought out:

1. Property taxes are the most painful form of taxation.

2. Any attempt to reduce or limit property taxes seriously threatens the perpetuation of good schools in Iowa.

Who has benefited from new sources of tax revenue in Iowa? The state 83.9 per cent from other sources and 16.1 from property tax; the city 26.1 per cent from other sources and 63.9 per cent from property tax; the county 36.6 per cent from other sources and 63.4 per cent from property tax; the schools 1.3 per cent

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from other sources and 98.7 per cent from property tax.

In other words, less than 2 per cent of other sources of revenue have been used for the schools and the burden of their support has been left to a direct property tax. The public schools of Iowa derive over 98 per cent of their revenue from the property tax. Educational retrenchments could, therefore, not be avoided. The total expenditure for schools in Iowa was reduced from fifty-seven million in 1925 to less than forty-three million in 1935, a decrease of 23.1 per cent.

During this period the enrollment of pupils in the schools has increased over 19,000. This represents a decrease in grade enrollment of 20 per cent but an increase in high-school enrollment of 25 per cent. Because of the character of the courses offered in high school, the high school is the most expensive unit of public education to be administered. This additional expense is now supported by the tax on local property.

Delaware provides \$80.03 state aid for each child in average daily attendance; California provides \$70.78; New York provides \$59.42; New Mexico provides \$47.26; Washington provides \$47.15; Michigan provides \$42.11; Ohio provides \$40.33; Indiana provides \$22.96; Iowa provides \$1.

### FINANCE AND TAXATION

♦ Miami, Fla. The school board has prepared a budget of \$3,001,153 for the school year 1937, which is a 10 per cent increase over the estimate for the year 1936.

♦ Butte, Mont. Bids have been received for equipment and furnishings for the new high-school building.

♦ Stillwater, Minn. The voters have approved a school-bond issue of \$247,000 for the erection and equipment of new grade- and junior-high-school buildings. A federal grant of \$202,500 has been requested by the school board.

♦ Fordson, Mich. The school board has adopted

a budget of \$1,841,970 for the school year 1937, which includes \$1,333,247 for operating expenses, and \$511,723 for debt service. Of the total \$905,942 will be obtained from taxes.

♦ Providence, R. I. The board of education has approved a budget for 1937, calling for a total expenditure of \$4,486,180. This is approximately \$113,000 more than the estimate for the year 1936. The amount to be raised by taxation is \$4,196,180, which is \$290,000 less than the total approved for the department's use. A total of \$3,953,380 was assigned to salaries of all kinds.

♦ North Providence, R. I. The city council has approved an appropriation of \$151,000 for the operation of the schools during the year 1937. The appropriation represents an increase of \$1,000 over the estimate for the year 1936.

♦ Seattle, Wash. The board of education has adopted a budget of \$6,228,000 for the year 1937-38. It provides for a general fund levy of 10 mills, and 3½ mills for bond interest and redemption. This is a cut of 1½ mills, due to a decrease in the school bonded debt.

♦ Decatur, Ga. The school board has adopted a budget for the year 1937-38, which represents an increase of \$12,000 over the estimate for 1936-37. A large part of the increase will go toward teachers' salary increases.

♦ The Palm Beach County board of education at West Palm Beach, Fla., has approved a refunding program which, if accepted, will provide for the refunding of \$800,000 in district debt and \$478,000 in general county school-bond debt. The approval of the plan requires acceptance by 80 per cent of the bond holders and makes no savings in dollars and cents. However, the financial credit of the school system will be re-established, and the property owners will be protected against high taxes. It will make possible the retirement of the entire bonded debt within the ability of the taxpayers.

In the case of the special district debt, the refunding will be accomplished with the issuance of 4 per cent bonds, extended over a 30-year

period, with not more than \$30,000 to be paid annually. For the special districts, the plan calls for an extension of principal, with the interest rates reduced from 6 to 4½ per cent. The bonds would be retired over a 30-year period. The annual payments of principal and interest would be less than the anticipated annual revenue on the basis of present levies.

♦ Allentown, Pa. The school board has prepared a budget calling for a total of \$1,971,424 for the school year 1937-38. While the income derived from taxes and other sources will not reach that amount, it is anticipated that tax payments will improve during the next year. It is probable that the board will be compelled to borrow \$333,717 next year in order to meet the deficiency in funds.

♦ Johnson City, Tenn. The state WPA has approved a new county-school-building program for Washington County. The program includes a school gymnasium, a new grade building, and improvements to two grade schools in the city, as well as additions to new buildings and repair work throughout the county.

♦ Alabama City, Ala. The Etowah County board of education has proposed a \$100,000 building program for the year 1937.

♦ Pittsburg, Kans. The voters have approved a school-bond issue of \$192,500, to be applied toward the cost of constructing two school buildings. The buildings will be erected at a total cost of \$192,500.

### A SCHOOL EXECUTIVES' CONFERENCE

A conference of school executives, to be held July 12 to 23, 1937, will be conducted under the auspices of the University of California at Berkeley. The program notes that a number of specialists have been enlisted. Among the outstanding authorities on school administration is George F. Womrath, of Minneapolis, Supt. J. A. Sexson, of Pasadena, and a number of college instructors of California.



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## A NEW ENGLAND EXPRESSION OF RURAL-SCHOOL COMPLETENESS

(Concluded from page 39)

a water-tube boiler, supplying steam to vacuum vapor radiators. Window ventilation is depended upon for fresh air, and



The old Harmony School at Glocester, Rhode Island.—PWA Photo.

the removal of air is through gravity-exhaust flues. The plumbing includes vitreous-china toilet fixtures and drinking fountains.

### ALL ON ONE FLOOR

(Concluded from page 40)

gas-steam radiators. The plumbing is of the heavy-duty school type with porcelain drinking fountains, bowls, etc.

The building is planned for an ordinary capacity of 400 students and cost \$65,000,

or approximately 19½ cents per cubic foot. With equipment, fees, and other costs for the site, the total outlay was \$71,000, or \$177.50 per pupil.

The building was planned by the office of Arthur A. Brown, architects, of Dallas, Tex. The building was financed as a PWA project.

## THE NEW LONDON, TEXAS, SCHOOL DISASTER

(Concluded from page 55)

i) Boiler rooms of central heating plants should have exhaust fans installed with switch control outside the boiler room, so that the janitor can turn on the exhaust fan before entering the boiler room in the morning.

j) If your building has gas mains under it, adequate vents should be placed in the underpinning unless they are already present. We recommend a minimum of one square foot of vent for each twelve linear foot of underpinning or foundation wall. All other spaces in which gas pipes are enclosed should also be adequately vented.

k) Individually installed, gas-fired space heaters should be of the vented type and connected with a vent flue leading outside through the roof.

The actual cost of the building demolished was never definitely brought out. Newspaper reports indicated a cost varying from \$300,000 to \$1,000,000. I believe I heard the superintendent of schools at New London say that the building cost approximately \$150,000. My judgment is that the actual cost of the structure would be between \$125,000 and \$150,000, including equipment.

## NEWS OF SCHOOL OFFICIALS

● The school board of Asheville, N. C., has reorganized with the election of W. W. SMATHERS as president, and Mrs. ROBERT RUSSELL as vice-president. Other members of the board are Mrs. FRED HAMPTON, W. ART GOODSON, and W. RANDALL HARRIS.

● Mr. J. RAY PEXTON has been elected president of the school board at Harlan, Iowa.

● Dr. MAURICE BEASLEY has been re-elected as president of the board of education at Easton, Pa.

● Dr. W. A. CRUM has been re-elected as president of the school board of Richmond, Ind. LAWRENCE A. HANDLEY was elected secretary, and MARLOWE H. KLUTER, treasurer.

● Dr. W. E. GAMMON, a member of the school board of Louisburg, Mo., died at his home on April 10. He had been president of the board for a number of years.

● Mr. MARTIN LUECK, of Baudette, Minn., has been elected superintendent of schools at Greenbush.

● SUPT. D. F. DICKERSON, of Winona, Minn., has been re-elected, with an increase in salary.

● Mr. W. F. ROSEMAN, of State Center, Iowa, has been elected superintendent of schools at Urbandale.

● SUPT. A. T. S. OWEN, of Farmington, Iowa, has been re-elected for his fortieth year.

● SUPT. RICHARD ENGELMANN, of Quimby, Iowa, has been re-elected for another year.

● SUPT. H. A. BOONE, of Alton, Iowa, has been re-elected for another year, with an increase in salary.

● Mr. E. W. SWANSON, formerly principal of the high school at Sanborn, Iowa, has been elected superintendent of schools.

● SUPT. JOHN FREEMAN, of Aurora, Iowa, has been re-elected for another year.

● Mr. R. J. TIDMAN, of Buffalo, Iowa, has been elected superintendent of schools at Wyoming.

● SUPT. T. M. CONRAD, of Louisiana, Mo., has been re-elected for a tenth term.

● SUPT. GEORGE WHITE, of Primghar, Iowa, has been re-elected for another year.

● DONALD A. MURAY, of Mason, Mich., has accepted a position on the school faculty of Detroit.

● SUPT. J. E. PRIDE, of Clay, Ky., has been re-elected.

● SUPT. J. C. GARY, of Clarkson, Ky., has been re-elected for a three-year term.

● Mr. WALTER E. BOYD has been re-elected as president of the school board at Hudson, Mass.

## WHO IS RESPONSIBLE?

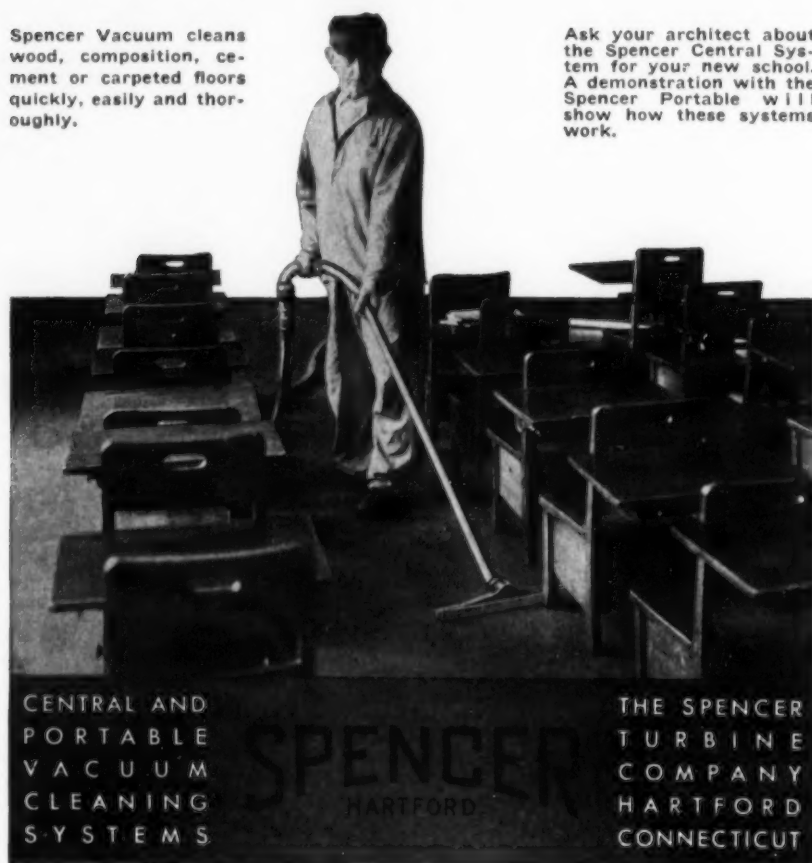
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### CONVENTION OF PUBLIC SCHOOL BUSINESS OFFICIALS OF CALIFORNIA

(Concluded from page 51)

School Buildings, and for Public Liability and Property Damage."

Vaughn Seidel, chief deputy county superintendent of Alameda County schools, presented a paper entitled "Accrual Accounting and Reports from Standpoint of a County Superintendent." D. J. McCunn of the Pasadena schools discussed "State Control of Schools—No Control to North Carolina Type, and the Implications of Each." Dr. L. H. Peterson, professor of education at the University of California, read a paper on "Legal Hazards Confronting a Public School Business Official." Educational trends were presented by Joseph P. Nourse, superintendent of the

San Francisco public schools. Round tables were also had on "uniform reports and accounting" and on "legislation" which was being considered by the state legislature at the time of the convention.

Aside from the formal presentations at the sessions, opportunity was afforded between the sessions for informal discussion of pertinent topics.

### FEDERAL EQUALIZATION OF SCHOOL SUPPORT IN NORTH DAKOTA

(Concluded from page 30)

counties in North Dakota; (2) to present the conditions which made it necessary for them to secure such aid; (3) to state the requirements for receiving such aid; (4) to examine defects in the current financial structure of these districts; and (5) to present the ideas of leading men in

the state on the tax problem as it affects the schools and suggests ways of improvement. The following counties were selected for study: Adams, Barnes, Benson, Burke, Cavalier, Dunn, Eddy, Griggs, Logan, McIntosh, Mountrail, Nelson, Rolette, Sargent, and Stark. The county superintendents replied to questions concerning the financial conditions of districts receiving aid, number of students, number of teachers, salaries, and the amount of FERA aid received. Letters were sent to educators and statesmen in the state for their opinions in connection with the fifth purpose. In most of the districts which could not operate satisfactorily on their own resources, the trouble seemed to be with the antiquated real-estate tax system under unfavorable conditions of farm income. The financial condition was serious in such aspects of the problem as tax levies, bonded indebtedness, current expenditures, and revenue receipts.

Approximately 25 per cent of all the districts examined raised not more than \$1,000 each for current revenues; 60 per cent raised not more than \$2,000, and almost 70 per cent raised not more than \$3,000 each. That explains why so few of them could afford to erect buildings, buy equipment, or pay teachers reasonable wages. In Mountrail County, in which there were 39 districts receiving Federal aid, 22 reported average salaries of \$50 a month or less. Twenty-four reported total revenue receipts of less than \$2,000. Most of them had a comparatively large bonded indebtedness and had warrants or certificates of indebtedness outstanding.

In the hundred-odd districts in the 15 counties, which received Federal aid, in general (1) the revenue receipts were inadequate to meet legitimate current expenditures and liquidate indebtedness; (2) receipts did not permit proper capital investments when necessary; (3) the general-property tax did not yield enough, even with high tax levies, to care for the schools properly; (4) many of the districts were too small to have sufficient financial resources to pay living wages to their teachers; (5) the bonded indebtedness crippled many of the schools permanently; and (6) there was considerable waste due to faulty organization.

Thus, insofar as these one hundred districts are concerned, it would be necessary to combine or merge them into larger units in order to realize the reasonable hope of school patrons in that territory for modern buildings, adequate equipment, well-trained teachers, and generous support.

### PASSING OF DR. MACKEY

Dr. C. E. Mackey, physician and well-known school-board member of Boston, Mass., died suddenly on March 25. Dr. Mackey was a widely known politician, school-board member, and a former Boston public health director.

Dr. Mackey, who was born in South Boston on June 4, 1894, attended the public schools of South Boston, was graduated from the Boston English High School, attended the Boston University Medical School from 1913 to 1915, and later matriculated at Tufts Medical School, where his exceptional medical ability won him many honors and from which he was graduated *magna cum laude* in 1919.

Following his graduation from Tufts Medical School, Dr. Mackey was appointed instructor in pathology and bacteriology in the school under the guidance of Professor Timothy Leary.

In 1929, he pursued postgraduate courses in the medical schools of Vienna and Berlin in order to extend his medical and surgical knowledge.

Dr. Mackey's service to his community was varied and extensive. He was a former director of health education, bacteriologist, and health inspector of the city board of health. He was largely responsible, through his training and experience, for raising the health standards of the Boston school system so that the system is now second to none in this country.

He was a member of the school board for six years, having been elected for a four-year term in 1931, and re-elected for another four-year term in 1935. His re-election in both elections was a testimony of the city to the esteem in which he was held by his fellow citizens.



## SCHOOL BOARD NEWS

♦ The school board of Keene, N. H., by a vote of 7 to 2, has decided to open its meetings to the general public and the press. Heretofore its doors were closed to the public.

♦ Supt. E. E. Oberholtzer, of Houston, Tex., will in the future, give out no news on pending school projects, unless it is released by the board of education.

♦ The Supreme Court of Massachusetts has recently decided that statutes compelling school children to salute the flag and pledge allegiance to the government form no violation of constitutional rights in any matter of religion. The decision dismisses the petition of Carleton B. Nichols, Jr., age 11, for an order compelling the Lynn school committee to reinstate him in an elementary school. He had been expelled for refusal to salute the flag. His parents are members of a religious sect known as Jehovah's Witnesses, whose creed grants reverence to God only.

♦ The board of education of Philadelphia, Pa., has adopted a resolution that "persons wishing to speak before the board, or any of its committees, either as individual citizens or as accredited representatives of organizations, must make application in writing to the secretary, stating the subject upon which a hearing is sought, and if as representatives of organizations, submitting credentials." The authority to grant hearings before the board is left to the president, and the granting of hearings before a committee is left to the chairman of such committee.

♦ The Fall River, Mass., school committee has ruled that all special meetings which heretofore were called on 24 hours' notice, must be announced at least 48 hours before the time of meeting, and must be called for 8:15 p.m.

♦ Bremerton, Wash. The board of education has completed plans for the remodeling of the high school and the erection of an addition to the building. The board also plans the construction of a new unit for the Washington Intermediate School, at a cost of \$25,000.

In addition to the new building facilities the board plans the employment of five additional instructors.

## TEACHERS AND ADMINISTRATION

♦ Teachers in Louisiana will be appointed in the future by local and parish (county) school authorities. A law passed by the recent session of the legislature rescinds the Long law, which placed the selection of teachers in the hands of the state "budget committee." The new statute provides for tenure in office.

♦ The school board of East Longmeadow, Mass., has adopted a new rule, which provides that women teachers who marry will automatically lose their positions after marriage.

♦ Mrs. Herbert Jepson, a substitute teacher at Stratford, Conn., was elected a member of the board of education. This body decided that the fact that inasmuch as Mrs. Jepson had received payment for her services, she automatically canceled her membership on the board.

Section 164 of the state educational laws says: "No member of the board of education shall be employed as teacher or school janitor in the town in which he is a member of the board of education. If any member of the board of education shall be employed contrary to the provisions of this section, such office to which he was elected shall become vacant." Mrs. Jepson decided to forego her school-board membership and continue her position as a teacher.

## WILL SURVEY ROSLYN, NEW YORK, SCHOOLS

State Commissioner of Education Frank P. Graves, of New York State, has ordered a state survey of the schools of Roslyn, to determine the possible benefit of progressive education policies to education in general. The so-called progressive policies of Supt. F. R. Wegner, of Roslyn, have been both criticized and supported by the taxpayers and parents. The present survey will endeavor to determine the quality of the work and its value both to the local school system and to education in general.

# School Architects Directory

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Cortland, N. Y.

Architect

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## After The Meeting

### STORIES FOR SPEECHMAKERS

To point a moral, or adorn a speech.

#### Nonpressing Tailor

A prominent citizen met his tailor on the street one day and asked him why he had not sent a statement of his account.

"Well, you see, it is this way," said the tailor, "I never like to ask a gentleman for money."

"But how about it if he doesn't pay you?" persisted the citizen.

"Oh, after a certain time I come to the conclusion that he isn't a gentleman, and then I ask him." — Scholastic.

#### A Little Too Steep

Harry had done no work for over a year and his father was getting tired of keeping him.

"Harry," said his father one day, "I hear there's been a death at Johnson's factory. Why don't you go and see if you can fill the vacancy?"

Harry went. On his return he explained that he could have the job but that the work was too hard for him.

"But," protested his father, "you're a strong, fit man. If the man who died could do it, surely you could."

"It wasn't a man that died," replied Harry. "It was a horse!" — Exchange.

### SCHOOLROOM HUMOR

#### Progress

"Smith says his correspondence-school course in music is wonderful."

"So he's well satisfied?"

"He told me that three weeks ago he couldn't play a single note — and now he can." — Louisville Courier.

#### At It Again

Professor: "I forgot my umbrella this morning."

Friend: "How did you remember you forgot it?"

Professor: "Well, I missed it when I raised my hand to close it after it had stopped raining." — Boston Transcript.

#### At New Orleans

A thin, disconsolate-looking teacher stood on the steps of the municipal auditorium, when a stranger approached.

"Do you know who's talking in there now?" asked the stranger, "or are you just going in?"

"No, I've just come out," said the teacher. "A member of the state university faculty is talking in there."

"What about?"

"I don't know. He didn't say."

Percival: Daddy, do they raise political plums from seeds?

Daddy (who never had one): No, young man. Political plums are more often the result of a bit of clever grafting. — Pathfinder.



#### From the Beautician's Exam

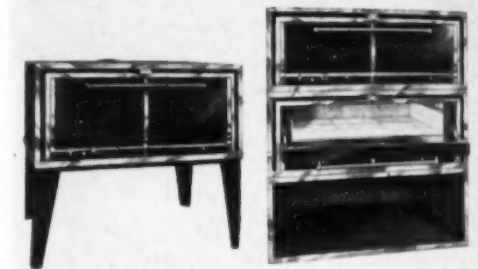
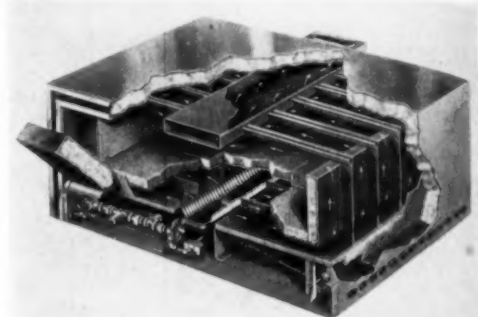
Question: What is the function of the nose?  
Answer: The first function is for the aid of cosmetics.

## School Buyers' News

### TRADE PRODUCTS

**New Vulcan Multiple-Heat Conduit Bake Oven.** The Standard Gas Equipment Corporation, 18 East 41st St., New York, manufacturers of Vulcan gas ranges, has announced its new Vulcan multiple-heat conduit bake oven, the latest development in its line of bake ovens.

The Vulcan multiple-heat oven is lined with baker's tile on the sides and bottom to prevent a

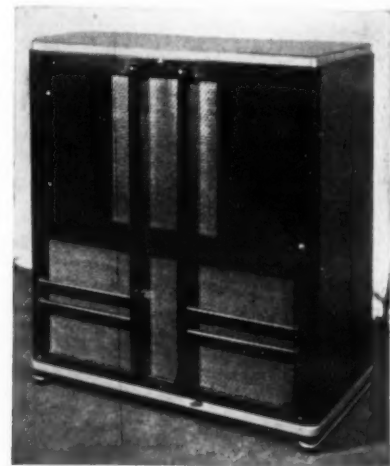


New Vulcan Multiple-Heat Conduit Bake Oven.

drop in temperature when the oven is loaded. Multiple-heat conduits assure even temperature. Each oven burner has a center inlet and cross tubular section so that the flame may be kept even all the way across. Roasting and baking ovens are deep inside to permit the insertion of batch pans or quantities of baking. The oven is equipped with Robertshaw heat control and a safety pilot shuts off the gas if the supply fails.

Complete information may be obtained by school authorities upon request.

**New RCA High-Fidelity Loudspeaker.** The RCA Manufacturing Company, Camden, N. J., has announced the marketing of a new console-cabinet loudspeaker, which fulfills exacting requirements for true high-fidelity sound reproduction. It has a substantially uniform-frequency-



New RCA High-Fidelity Loudspeaker.



response range of from 60 to 10,000 cycles, and a speaker unit of the double voice-coil electrodynamic type.

The cabinet of this loudspeaker is of modern design, finished in black, with aluminum trimming. It is acoustically treated and scientifically co-ordinated with the speaker unit to give exceptional tonal quality. The console is entirely enclosed; the speaker unit has a power-handling capacity of 10 watts and a voice-coil impedance of 15 ohms. Receptacles are provided for supplying either a.c. or field current supply to the unit and also for audio input.

The RCA loudspeaker is adaptable for use in music rooms, in classes for music appreciation, and similar uses. It sells at the nominal price of \$133.20. Complete information is available upon request.

**All-Steel Improves Its Steel Transfer Case.** The All-Steel-Equip Company, Aurora, Ill., has announced a number of improvements in the design of its steel transfer case, which have pro-

duced a greater built-in strength and a smooth exterior.

The new steel transfer case, which is part of the extensive line of All-Steel office furniture, is intended for the storage of all records, and has been designed as a unit complete in itself but usable with others in a storage system. By a simple construction feature, the transfer cases can be built into nontipping stacks, without the use of tools, lugs or bolts, and without anything to mar the smoothness of the outside of the case.

The new case is of maximum depth, 27 $\frac{1}{8}$  in., which gives the greatest amount of document storage with the smallest number of units. It is made in both letter-size and legal-size widths, has greater strength, new reinforcing members, and smooth drawer operation through the use of heavily mounted drawer rollers. A drawer stop prevents the drawer from being pulled out too far.

Complete information will be furnished upon request.

**New Ceramic Laboratory Table Tops.** Stuart M. Phelps and Edward E. Marbaker, of the Mellon Institute, have developed a new laboratory table-top material called "kemite." Its properties are such that it fulfills the requirements of scientific laboratory service and does not have the disadvantages of the commonly used materials.

"Kemite" consists essentially of a moldable ceramic body into which has been incorporated carbonaceous substances to increase the porosity after firing. It also contains artificially prepared cordierite, a mineral having an exceptionally low thermal expansion. This body, after molding, drying, and firing, is impregnated under pressure with liquid bitumens, and is then subjected to heat treatment during which the volatile matter is expelled. A residue of carbon in the form of coke fills the pores, rendering the body dense and imparting to it a black color. "Kemite" is smooth, hard, strong, practically impervious to liquids, and resistant to the action of acids and alkalis. Because of its low thermal expansion, it does not crack nor spall. It retains its pleasing appearance under severe laboratory conditions.

While developed primarily as a table-top material, the characteristics of "kemite" suggests its use in other chemical equipment. In another form called "karcite," in which cordierite is not present, it is used for sinks, tanks, drain pipe, pipe fittings, and window sills. In building construction, it can be employed in sanitary ware, partitions, roofing, flooring, wainscoting, stair treads, and shelves. Information about "kemite" and "karcite" may be obtained from Mellon Institute, Pittsburgh, Pa.

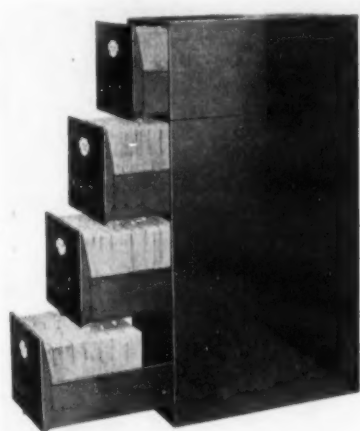
**Royal Leases Building.** The Royal Metal Mfg. Company has leased a seven-story building at 25 West 26th St., New York City. The new location will be occupied by the eastern factory and New York offices and will offer greater facilities for serving the eastern market with chrome metal furniture, school furniture, and summer furniture.

**Mr. C. A. Pickett Changes Position.** C. A. Pickett, who for seventeen years represented the Herman Nelson Corporation in St. Louis, has been transferred to Chicago, where he will act as sales representative for the unit ventilator and unit heater divisions of the Company. The Chicago office is located in the Michigan Square Building, 1540 North Michigan Avenue.

**New Catalog of Peterson Library Furniture.** Leonard Peterson & Co., Inc., 1222 Fullerton Ave., Chicago, Ill., have had long experience in the planning of libraries and manufacturing library furniture, which enables them to give valuable information and suggestions along these lines.

The Peterson Company has just issued its new Catalog No. 19, describing and illustrating its line of library furniture, and offering suggestive layouts for a variety of library rooms. The booklet lists charging desks, book shelving, magazine shelving, reading tables, magazine racks, book racks, display cases, bulletin boards, filing cabinets, work tables, supply cases, desks, and chairs.

The firm maintains a competent engineering department which is equipped to offer suggestions for designing a line of equipment to harmonize with any given type of architecture, or to meet any given specification.



"Aurora" Transfer Case

## ADVERTISERS' INDEX

|   |              |  |              |  |       |
|---|--------------|--|--------------|--|-------|
| Acme Chair Company.....                                 | 110          | Esterbrook Steel Pen Company.....                | 104          | Norton Door Closer Company.....          | 100   |
| Acme Shear Company.....                                 | 114          | Evans, W. L. ....                                | 10           | Peabody Seating Company, The.....        | 64    |
| Albert Teachers Agency.....                             | 114          | Everwear Mfg. Company.....                       | 112          | Peterson & Company.....                  | 114   |
| All-Steel-Equip Co., Inc.....                           | 7            | Faultless Caster Company.....                    | 113          | Peterson & Company, Leonard.....         | 113   |
| Allyn and Bacon.....                                    | Fourth Cover | Finnell System, Inc.....                         | 101          | Pick Co., Inc., Albert.....              | 54    |
| American Abrasive Metals Co.....                        | 112          | Fisk Teachers Agency.....                        | 114          | Porter Corporation, J. E.....            | 88    |
| American Crayon Co.....                                 | 76 and 95    | Ford Company, The J. B.....                      | 120          | Potter Manufacturing Corp.....           | 114   |
| American Floor Surfacing Machine Co.....                | 114          | Goodyear Tire & Rubber Co., The.....             | 2            | Powers Regulator Co.....                 | 12    |
| American Seating Company.....                           | 59           | Gregg Publishing Company.....                    | 74           | Premier Engraving Company.....           | 110   |
| American Type Founders Sales Corp.....                  | 74           | Grinnell Company, The.....                       | Second Cover | RCA Mfg. Company, Inc.....               | 81    |
| A. P. W. Paper Company.....                             | 102          | Hamilton-Invincible, Inc.....                    | 78           | Recreation Equipment Company.....        | 113   |
| Architects Directory.....                               | 117          | Hart Manufacturing Company.....                  | 114          | Royal Metal Mfg. Company.....            | 79    |
| Arlington Seating Company.....                          | 111          | Haskell, Inc., W. E.....                         | 107          | Rundle-Spence Mfg. Company.....          | 100   |
| Armstrong Cork Products Co.....                         | 73           | Heywood-Wakefield Co.....                        | 60           | Sanford Mfg. Company.....                | 114   |
| Autopoint Company.....                                  | 108          | Hillyard Chemical Company.....                   | 75           | Scermerhorn Teachers' Agency.....        | 114   |
| Bausch & Lomb Optical Company.....                      | 18           | Hoffman Specialty Co., Inc.....                  | 10           | Sengbusch Self-Closing Inkstand Co.....  | 115   |
| Beck Studios.....                                       | 114          | Holden Patent Book Cover Co.....                 | 67           | Sheldon & Company, E. H.....             | 68    |
| Beckley-Cardy Company.....                              | 111          | Holmes Projector Company.....                    | 107          | Sloan Valve Company.....                 | 4 & 5 |
| Bell and Howell.....                                    | 118          | Hunt Pen Company, C. Howard.....                 | 105          | Smith & Corona Typewriters, L. C.....    | 81    |
| Berger Mfg. Company.....                                | 89           | Huntington Laboratories.....                     | 97           | Solar-Sturges Mfg. Company.....          | 102   |
| Binders Board Manufacturer's Assoc.....                 | 80           | Imperial Brass Mfg. Company.....                 | 14           | Spencer Turbine Company.....             | 116   |
| Boehm Bindery, The.....                                 | 114          | International Correspondence Schools.....        | 108          | Standard Electric Time Company, The..... | 77    |
| Bruce Publishing Company, The.....                      | 66 and 110   | Irwin Seating Company.....                       | 76           | Standard Gas Equipment Corp.....         | 76    |
| Butler Mfg. Company.....                                | 12           | Jacobsen Mfg. Company.....                       | 10           | Stewart Iron Works Co., The.....         | 124   |
| Carbon Solvents Laboratories.....                       | 114          | Johns-Manville Corporation.....                  | 65           | Sturtevant Company, B. F.....            | 85    |
| Celotex Company, The.....                               | 9            | Johnson Service Company.....                     | 83           | Tiffin Scenic Studios.....               | 114   |
| Church Mfg. Co., C. F.....                              | 15           | Justrite Mfg. Company.....                       | 112          | Turner & Harrison Pen Mfg. Co., Inc..... | 115   |
| Clarite Manufacturing Co.....                           | 96           | Kewaunee Mfg. Company.....                       | 72           | Twin City Scenic Company.....            | 115   |
| Colgate-Palmolive-Peet Co.....                          | 103          | Kimball Company, W. W.....                       | 104          | Underwood Elliott Fisher Company.....    | 61    |
| Columbia School Furniture Corp.....                     | 114          | Lyon Metal Products, Inc.....                    | 71           | Universal Bleacher Company.....          | 113   |
| Congoleum-Nairn, Inc.....                               | 93           | Maple Flooring Manufacturers Assn.....           | 1            | Universal Scenic Studios.....            | 114   |
| Continental Car-Na-Var Corp. Insert betw. pages 88 & 89 |              | Medart Mfg. Co., Fred.....                       | 63 & 98      | Uvalde Rock Asphalt Co.....              | 8     |
| Crane Company.....                                      | 11           | Midland Chemical Laboratories.....               | 84           | Vestal Chemical Company.....             | 92    |
| Dayton Safety Ladder Co.....                            | 104          | Miller Keyless Lock Co., J. B.....               | 113          | Victor Animatograph Corp.....            | 96    |
| Desk Chair Sales Corp.....                              | 107          | Minneapolis-Honeywell Regulator Co.....          | Third Cover  | Vogel Company, Joseph A.....             | 12    |
| Detroit Steel Products Co.....                          | 87           | Minnesota Mining and Mfg. Co.....                | 69           | Vonnegut Hardware Company.....           | 6     |
| Dettra Flag Company, Inc.....                           | 110          | Music Teachers Placement Service.....            | 114          | Wakefield Brass Co., The F. W.....       | 8     |
| DeVry Inc., Herman A.....                               | 113 & 115    | National Chemical & Mfg. Company.....            | 91           | Walrus Mfg. Company.....                 | 70    |
| Dick Company, A. B.....                                 | 3            | National School Supplies and Equipment Assn..... | 109          | Warren Telechron Company.....            | 79    |
| Draper Shade Co., Luther O.....                         | 98           | Nelson Corp., Herman.....                        | 13           | Weber Costello Company.....              | 62    |
| Durfield Mfg. Company, The.....                         | 114          | Nesbitt, Inc., John J.....                       | 16           | Webster Company, The.....                | 96    |
| Durabilt Steel Locker Co.....                           | 106          | Newcastle Products, Inc.....                     | 112          | Wolkins and Company, Henry S.....        | 113   |
| Electric Storage Battery Co.....                        | 99           | New York Silicate Book Slate.....                | 114          | Wood Conversion Company.....             | 14    |
|   |              |  |              | Yale & Towne Mfg. Co.....                | 106   |

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